DOCUMENT RESUME

ED 086 712 SP 007 679

TITLE A Case Study: From Commitment to Practice: The OCE Competency Based Teacher Education Program. [and] Appendices.
INSTITUTION Oregon Coll. of Education, Monmouth.
PUB DATE 20 Nov 73
NOTE 588p.

EDRS PRICE MF-$0.65 HC-$19.74
DESCRIPTORS *Consortia; Cost Effectiveness; *Field Experience Programs; *Individualized Instruction; *Performance Based Teacher Education; Program Effectiveness; *Systems Development
IDENTIFIERS *Distinguished Achievement Awards Entry

ABSTRACT

This report presents the 1974 Distinguished Achievement Awards entry from the Oregon College of Education: The Competency Based Teacher Education Program (CBTE). The program focuses on the design, development, implementation, and evaluation of six interrelated specifications of the Comfield Model Teacher Education Project. The six specifications are described as competency based, personalized, field centered, consortium operated, systems designed and developed, and research oriented. Special emphasis is placed on a) competency demonstration and assessment problems, b) program effectiveness and cost assessment, c) data collection and management systems; and d) programmatic research. A framework of research on teacher education has been identified, and research problems have been initiated. The appendixes include a description of the Comfield Project; CBTE standards, tasks, and evaluation procedures; a guide to competency demonstration and assessment; and an interpretive paper on defining and assessing teacher competencies. (Author/BRB)

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A CASE STUDY: FROM COMMITTMENT TO PRACTICE: The OCE Competency Based Teacher Education Program.

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Submitted as an Entry in
The Distinguished Achievements Awards Program
Sponsored by
The American Association of Colleges for Teacher Education

20 November 1973

SP 007 679

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Part I: 1974 DAA PROGRAM: ABSTRACT

Name of Program Submitted: A Case Study: From Commitment to Practice: OCE-CBTE Program, 1973.

Institution: Oregon College of Education

President: Dr. Leonard W. Rice

Campus Public Information Officer: Charles D. Grell

Faculty Member Responsible for Program: Dr. Bert Y. Kersh

Title of the Faculty Member: Professor of Education, Dean of Faculty

Signature: Bert Y Kersh

Title: Dean of Faculty Date: November 20, 1973

The Oregon College of Education Competency Based Teacher Education Program (OCE-CBTE program) was derived from a long history of cooperative efforts to develop relevant campus and field centered experiences that enable the student to make the transition from effective learner to effective teacher. OCE utlized this history and the experience in work done on the Comfield Model and the work done to develop Oregon's new Process Standards for teacher education programs to implement the OCE-CBTE Program during the 1972-73 year. The Program defined competency as "The demonstrated ability to bring about the expected outcomes of the job of teaching." See 8 + 9

Six specifications guided the design, development, implementation, and evaluation of the Program. They were: competency based, personalized, field centered, consortium operated, systems designed and developed, and research oriented. Special emphasis was given to (a) competency demonstration and assessment problems, (b) program effectiveness and cost assessment, (c) data collection and management systems to support (a) and (b), and programmatic research. * See pp 10

The development of the contexts for competency demonstration proceeded through three levels: 1. Provisional Try; 2. Formal Lesson Teaching; and 3. Short Term Full Responsibility Teaching. Work is now proceeding on Level 4: Long Term Full Responsibility Teaching - Initial Certification. The assessment system tested a model of assessment that identified six components and five functions. The data system proved adequate to manage the competency and assessment programs. A framework of research on teacher education has been identified and initial research problems have been initiated. The Program has been expanded to include all pre-certification students enrolled in the OCE-CBTE Program for 1973-74.

Part II: A CASE STUDY: FROM COMMITMENT TO PRACTICE: The O.C.E. Competency Based Teacher Education Program.

A. Introduction

Oregon College of Education has a long history of preparing teachers for Oregon's Children. This report has as its focus the description of the Competency Based Teacher Education Program (OCE-CBTE) as it has developed to this point in time, and an indication of its direction in the future.

1. Program Development

Program development at Oregon College of Education has been a function of four interacting groups of people. The students who come to O.C.E. have basically decided to become teachers, and their parents and former teachers have encouraged them to do so. They are oriented to the task of becoming teachers. They contribute their ideas and opinions about what was beneficial to their experience of becoming a teacher and what would make the experience better based on their preservice work in public school classroom.

The public school teachers who work with our students as directors of the clinical and practicum experiences come from a variety of institutions that prepare teachers, as well as from O.C.E. They provide feedback about the effectiveness of the program as they understand it and they provide ideas for program adaptation and development.

The Teaching Research Division of the Oregon State System of Higher Education is housed on the O.C.E. Campus and provides the expertise, that is widely recognized, for the assessment, evaluation and research of our program.

Finally, the faculty at Oregon College of Education has, as their major strength, experience in and strong feelings for developing the best teachers possible for public and private schools. Some of the faculty concentrate on the General Studies portion of the student's experience; some concentrate on the teaching specialty portion of the program; and the rest contribute to the Professional Studies Component as college study instructors, field study supervisors, and campus school instructors. The report will be further delimited to development of the Professional Education Component of the Program.

2. A Brief History

Oregon College of Education began as Monmouth University in 1856 as a church-related college. It was later sold to the State of Oregon and became Oregon Normal in 1910 and its total mission was to train elementary teachers. Later, as Oregon College of Education, junior high school and senior high school teacher training programs were added. A Campus Elementary School provided practicum for all Elementary Education Majors until college growth made it impossible. As more students received their practicum and more courses became required leading to a bachelor's degree, it became apparent that preservice instruction was viewed as not relevant and that there was a high degree of redundance between courses. This led to the first major revision of the Elementary Education Program - the Junior Block, which consisted of two courses of nine credit hours each that merged together seven separate courses and added a required "lab" of one-half day per week in cooperating public schools. This improvement resulted in students reporting less repetitiveness and redundancy and began a meaningful cooperative relationship between the college faculty and public school teachers.

The development of the Block Program, as it came to be called, indicated clearly several shortcomings hitherto thought existed, but now revealed in a glaring way. The half-day lab focused on episodal or bit-teaching which did not enable students to replan and reteach or follow-up when necessary. Simply increasing the lab time only caused a conflict with other courses in the student's schedule. In addition, it was observed that methods courses taught by the Art, Music, and P.E. Departments were seen by the students as unrelated to Elementary Block and/or a practicum setting. It also became clear that the expectancies and performance criteria were unclear by which the students were assessed in the "lab." These needs led to the second major revision of the Elementary Education Program - the formation of teaching teams of appropriate college faculty facilitated by manipulating the college schedule of courses. This enabled "Block" students to enroll in up to 18 hours of work and the instructors to "team" in order to further reduce redundancy between courses and "irrelevancy" between courses and practicum "lab" experiences. It facilitated the college faculty to develop a formalized system to enable students to know their personalities and styles and to develop a set of "generic" teaching strategies from the large set of methods and materials courses.

However, it became even more apparent that the program would have to deal with the specification of the outcomes of the ~~of the~~ program in terms of performances or competencies students were expected to demonstrate for certification. It also became very apparent that an even more meaningful relationship must be developed between the cooperating classroom teachers, the profession at large and the college Teacher Education Program as it shifted its base from the campus to the field. In short, the college must become more accountable for its products as the schools became more accountable for the learning of the children.

3. The Experimental Teacher Education Program

A task force of college faculty and public school teachers and administrators met during Spring Quarter of 1972 to develop the Experimental Teacher Education Program along the lines of the "Comfield" Model (see Appendix A) that the college has been involved with through Phase One and Phase Two of the "Models Programs." A College Planning Exercise was developed that would be an initial test of the feasibility of such a Competency Based-Field Centered Program. Representatives from all public and private colleges in Oregon involved in training teachers, representatives from their cooperating public and private school districts, representatives from professional organizations, and representatives from the Oregon Board of Education and the Oregon State Legislature attended and took part in the exercise. The result of the exercise was an overwhelming recommendation to put the Experimental Teacher Education Program into effect with some cautions and recommended changes. (For a description and a set of materials developed for and by the CPX the reader is referred to Appendix B: The CPX Program.) The task force set to work and developed the program for implementation during the 1972-73 school year. The following program objectives were set:

1. Alter the scheduling of courses to make it possible for students to participate meaningfully in school activities and teaching throughout the program.

2. Provide students opportunity to participate in decision making relative to the structure, content and operation of the ETE program.

3. Provide students opportunity to negotiate all that affects them as individuals within the context of the ETE program.

4. Provide for early assessment of teaching competency, that is, before student teaching or an internship.

5. Create conditions which enable college instructors to learn more about what their colleagues do in related courses.

6. Combine the instructional talents of college faculty and school supervisors in ways which benefit students, for example, joint college-school demonstrations of particular instructional methods.

7. Provide opportunities for students and college faculty to try out ideas about teaching in schools.

8. Provide faculty and students with information about reactions to instructional programs within a time frame that permits corrective action to be taken while these programs are still in progress.

9. Provide students with information about their performance, in both course work and teaching, within a time frame that permits corrective action to be taken.

10. Individualize instruction through the use of self-instructional materials and procedures.

11. Individualize instruction by emphasizing abilities and outcomes rather than attendance and participation.

12. Free students and faculty insofar as possible from the "fifty-minute," clock-bound features of the college class schedule.

13. Provide school supervisors opportunity to participate in decision making relative to the structure, content and operation of the ETE program.

14. Provide students opportunity to work with pupils of differing cultural and educational backgrounds.

The rest of this report delineates the development, implementation, evaluation, and impact of the Experimental Teacher Education Program. (For a more complete history of the development of Teacher Education at Oregon College of Education the reader is referred to Appendix C: Garrison's "Worm's Eye" View.)

4. Competency Definition

An initial step taken at Oregon College of Education was to define what is meant by "teaching competence." We have adopted for our definition the statement that competence in teaching is "the ability to bring about the outcomes expected of an elementary teacher in a certificated teaching position." This definition goes further than a description of a set of teaching performances to be expected of a teacher candidate prior to admission or certification into the teaching profession. It goes beyond the expectancy that the prospective teacher demonstrate that what he does brings about real and important learning as evidenced by changes in pupils' behavior. It requires that the student of teaching demonstrate skill in performing the interpersonal relationships associated with teaching, as well as the managerial and procedural functions related to the job of teacher. It follows then that a Program, operating according to that definition, would provide appropriate assessment that would enable the student of teaching to determine his level of competency in each area. The program would then provide appropriate training clusters to enable the student to demonstrate competency in the needed areas as indicated by the assessment.

It is implied by the definition that the criteria for success and certification are specified in terms of mastery of particular clusters of knowledge, skills, and demonstrated ability to achieve the outcomes that a teacher will be held accountable for when he takes a job. It further implies that the performance criteria, at whatever level of program commitment, are made public, and that prospective teachers are held accountable for reaching them.

5. Program Assumptions

The following assumptions are made in reference to the OCE-CBTE Program:

1. Teaching functions are always imbedded in a subject matter context and as a consequence their assessment requires an accompanying assessment of the adequacy of the content they carry;
2. Knowing, and ability to apply what is known are two different matters, and that the certification of teachers should focus as much upon what a prospective teacher is able to do as it does upon what he knows;
3. The criteria for assessing what a prospective teacher can do should be as stringent, as systematically derived, and as explicitly stated as the criteria for assessing what he knows;
4. When a prospective teacher has demonstrated that he knows and can do what is expected of him, and only then, will he be granted certification;
5. The assessment of both what is known and what can be done must be carried out and described systematically;

6. The continuous exposure to this systematically designed way of doing things, both within the context of their own learning and the procedures of the Program as a whole will lead students to apply similar principles to their own teaching and self-development after leaving the program;

7. Successful teaching experiences can be managed on a limited basis without mastery of all the knowledge, skills and sensitivities needed by a teacher for success in a teaching career;

8. The most effective mode for learning to perform effectively as a teacher is a mode that calls for the continuous interweaving of the content of professional education, the subject matter to be taught to children, and practice in teaching;

9. No two students of teaching need to have exactly the same subject matter base or the same practice teaching experience to become an effective teacher; and

10. Effective teaching practices are conditioned by the context in which the teaching occurs and the outcomes expected from a particular teaching effort within that context.

We feel that one advantage that would accrue to such a program that operationalizes the definition and the assumptions that we have made is that a competency based program of teacher education represents or provides a low inference criterion of teaching effectiveness. The competency demonstrated by the student could become a direct statement of what he is able to do when he is on the job. A second advantage is that the definition with the assumptions can accommodate individual differences in teaching preferences or styles in that it allows for wide variations in means of achieving outcomes for and with children, but holds teachers accountable for being able to bring about outcomes however they do it. A related advantage is that it allows for the fact that at this point in time we are not at all clear about the particular teaching behaviors that bring about particular outcomes in pupils, or for that matter, the particular behaviors involved in the creation of effective instructional materials or evaluation designs, but does require that an effective set of behaviors be found and utilized whatever those behaviors might be. This enables a prospective teacher to negotiate the particular conditions, setting, children, teaching mode, and media for demonstrating his competency. A fourth advantage is that it forces the educational system and teacher education to be clear about the goals or objectives of education and to become clear about the means of realizing those objectives. A fifth advantage would be related to the prospective employer-employee interaction in that much of the guesswork could be taken out of hiring new teachers for each teacher candidate could have a dossier which summarizes in detail what he can or cannot do by way of professional accomplishment at the time he receives certification.

The next section of the report details the specifications and the competencies presently identified with OCE-CBTE programs. Descriptions of the instructional program and the assessment programs are then provided. Personnel involved in the program and costs associated with the program complete this section of the report.

B. The Oregon College of Education Competency Based Teacher Education Program

1. Program Specifications

What has emerged as our program has developed are six specifications for a competency based teacher education program. The specifications represent an attempt to avoid the traditional conflicts of humanism vs. behaviorism and special outcomes vs. individual differences by identifying the context wherein these seemingly diametrically opposed points of view may interact in ways that produce an integrated program.

a. Specification 1: Competency Based

The first specification is that the Program be competency based. The history of the OCE Program indicated that we have grown from one that has been "resource based" where the emphasis was on providing the students with a good knowledge base and interaction with appropriately lettered faculty who have emerged from the public schools and/or are sympathetic to the training of teachers. Our history has also indicated that we have moved beyond an "experience based" Program wherein students were provided a variety of simulated, micro-teaching, clinical experiences and practicum experiences that enabled students to try out their own ideas and the "theoretical" ideas of instructors.

We are now committed to a competency-based program that is knowledge referenced (candidates can be considered as knowledgeable), skill referenced (candidates can be considered as skillful), and product referenced (candidates can be considered as competent to bring about the outcomes expected while on the job).

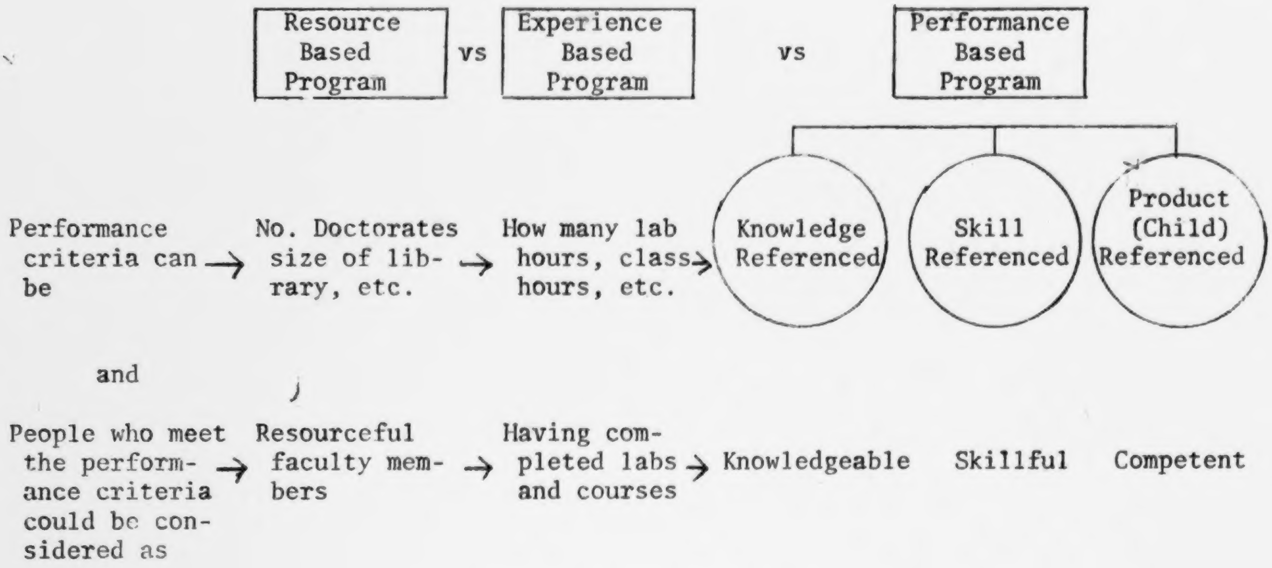

Resource Based Program
vs
Experience Based Program
vs
Performance Based Program
Performance criteria can be
No. Doctorates size of library, etc.
How many lab hours, class hours, etc.
Knowledge Referenced
Skill Referenced
Product (Child) Referenced
and
People who meet the performance criteria could be considered as
Resourceful faculty members
Having completed labs and courses
Knowledgeable
Skillful
Competent

Figure 1: Comparison of Program Bases

The first task confronting the program developers was to identify the competencies related to the job of teachers. One study conducted by the faculty was a comparison of the tasks or actions reported by teachers that they performed with the tasks or actions reported by our interns, student teachers, premethods students in classroom labs, and high school seniors serving as "cadet teachers." It was found that the tasks, or actions, reported by each group were almost identical. The major variation was in the frequency of the tasks being performed in the same time span. Another finding was that cadet teachers and premethods students did not report conferencing with parents. These findings led to the question, "What does a teacher do that clearly indicates their role as a professional from those who are beginning their practice to be admitted to the profession?" As the search for the answer to this question continued a thrust with similar interests appeared on the national level: The Model Teacher Education Programs.

Several of the faculty were members of committees that worked on Phase I of the OE-sponsored Elementary Models Program. From this activity, the "Comfield Model" for elementary teacher education was born. One of the products of the Comfield effort was a list of seven generic competencies that were performed by all teachers. College Planning Exercises were conducted with representatives from public school teachers, administration, college teachers in all academic and professional department, students and professional organizations. Through these exercises the seven competencies were modified and clarified. They were: Define the objectives of instruction; adjust instruction for the individuals involved; selecting appropriate materials and procedures for instruction given the objectives and who is involved; organize the learning environment to support the instruction; interaction with pupils (for success in the process of instruction; evaluation of student growth (cognitive and attitudinal); and defining the next learning steps and instructional procedures that attend them, given all of the above.

The next development, competency clusters, resulted from an analysis of the assessment needs and problems related to demonstration of the competencies.

The development of clusters of competencies also resulted from an analysis of the "families" of decisions that were made in relation to determining if a student had demonstrated competency at a level necessary for the student to be admitted to the next level of competency demonstration. The details of the Assessment Program and the families of decisions that were derived will be discussed in greater detail in a later section of this report. The clusters developed to date include:

COMPETENCY CLUSTER I. PLANNING AND PREPARING FOR INSTRUCTION

. Defining learning objectives and the indicators of their achievement

. Planning instructional activities, materials and procedures

. Planning for the assessment of learning

COMPETENCY CLUSTER II. PERFORMING INSTRUCTIONAL FUNCTIONS

. Conveying the objectives of instruction

. Adapting instruction to context

. Managing the instructional process

. Managing unexpected events

COMPETENCY CLUSTER III. PERFORMING ASSESSMENT FUNCTIONS

. Assessing learning before instruction

. Assessing learning during instruction

. Assessing learning after instruction

COMPETENCY CLUSTER IV. DISPLAYING PUPIL ACHIEVEMENT

. Displaying pre- and post-lesson achievement

. Displaying learning gains that result from instruction

COMPETENCY CLUSTER V. ENHANCING INTERPERSONAL RELATIONSHIPS

- Acting responsibly in terms of the feelings, needs and wishes of others
- Working constructively in task oriented situations with others

COMPETENCY CLUSTER VI. PERFORMING PROFESSIONAL RESPONSIBILITIES

(Specific competencies to be included not agreed upon at this time.)

It is expected that this list of competencies will continue to expand or be refined as the assessment system is applied and tested in student teaching and intern contexts, or in contexts designed to give evidence of competency demonstration for purposes of standard certification.

The criteria for performance of a cluster, the standards for acceptable performance, and the sample indicators to be used as evidence for an acceptable demonstration of competency would be made public to the student. They would also be made public to other teacher certification candidates who wish to demonstrate competency outside of the regular Teacher Education Program because of extensive experiences of a teaching nature and because they already have degrees in other fields than education.

b. Specification 2: Personalization

Not all of the Clusters were required to be demonstrated at once. This feature introduces the second program specification of personalization. Personalization is a mechanism whereby students have an opportunity to contribute to the design of the overall teacher education program, negotiate what is to be taken from that program, negotiate criteria by which one is to be judged successful or unsuccessful in realizing what is to be taken from the Program, and to negotiate learning experiences that fit the learning styles, learning modes, and learning rates of the children they are teaching.

In order to focus on particular Clusters at a time until mastered, and in order to make the task of learning to become a teacher manageable for the student, the Program developed and implemented a Principle of "Gradualism."

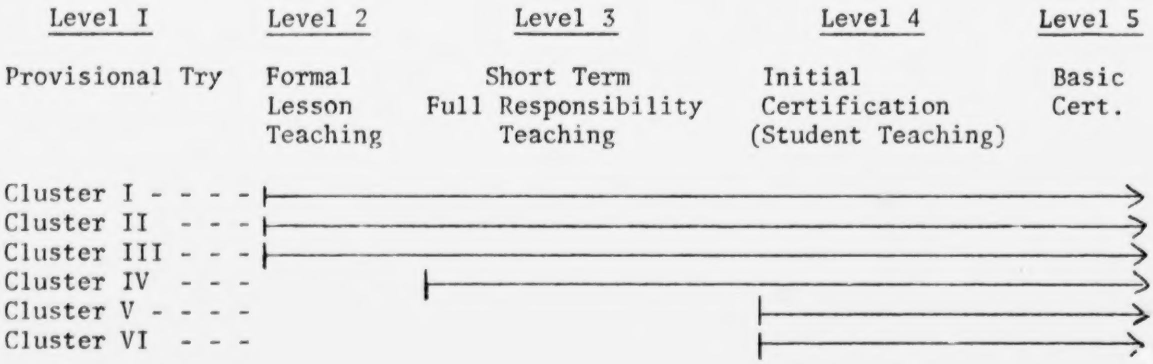

Level I
Level 2
Level 3
Level 4
Level 5
Provisional Try
Formal Lesson Teaching
Short Term Full Responsibility Teaching
Initial Certification (Student Teaching)
Basic Cert.
Cluster I
Cluster II
Cluster III
Cluster IV
Cluster V
Cluster VI

Figure 2. The Principle of Gradualism in Application of Competency Clusters

The variable of the quantity and quality of performances within a Cluster was increased from level to level. Another variable was the amount of time designated to demonstrate the competency. No time limits were specified for Level 1. The student could take as much time as he deemed necessary to get ready for Level 2: Formal Lesson Teaching. In Level 2, the student was to demonstrate competency while teaching a minimum of three "formal" single lessons in three different subject matter areas. Upon completion of the third lesson, the student could negotiate the conditions and time for Level 3. Short Term Full Responsibility was to be conducted over a 2 to 5 day period of time with the student being fully in charge of the planning, teaching, and assessing the learning of his classroom of children. In addition, he was to plan two subject areas in great detail, teach the lessons, assess each one at the end of each day, replan if necessary, and indicate the evidence utilized to either continue the second period of instruction planned or to change and/or modify the second period of instruction. Portions of the student's teaching would be videotaped. The video-tape, the plans, and the materials produced by the children would be viewed and analyzed by a "jury" composed of at least one college instructor and one classroom teacher not presently associated with the student. They were to evaluate the materials provided and recommend that the student be admitted to Level 4: Initial Certification. The Competency Demonstration Period for Level 4 usually occurred during student teaching and was to include at least to to 5 weeks of Full Time Responsible Teaching. Again, additional clusters would be added for the student to demonstrate his competency. Thus a student could vary the time, the rate, the number of clusters, and conditions for demonstrating competency.

The specification of personalized teacher education also assumed a program thrust that was designed to increase self-understanding and optimize interpersonal contacts.

c. Specification 3: Field Centered

The third specification is that the Program be Field Centered. This means that students spend a considerable amount of time becoming familiar with ongoing school operations and that they demonstrate the skill and ability to achieve desired outcomes within the context of ongoing school settings. The specification of Field Centered Teacher Education Programs recognizes the necessity that the Competencies must be demonstrated in "real" situations under "real" conditions. Field Centeredness also provides the arena for testing the adequacy and "trueness" of the competency clusters, the standards for performance, the criteria for success, and the performance indicators that are used as evidence that a student was competent.

d. Specification 4: Consortia

The previous specifications indicate a need for a fourth specification which is a shared responsibility between college or university, public schools, educational governmental agencies, education industries, professional organizations, and the community. This Consortia of representatives from each of the interested parties listed above has been implemented at Oregon College of Education in the following ways. At the Program operations level, college faculty, student representatives from a section of 40+ students enrolled in a "professional quarter" of courses, research professors from Teaching Research Division - a separate arm of the Oregon State System of Higher Education, and the teachers and principals from the cooperating public schools make the "on-line" decisions regarding Program planning and operation for their "team." At this time there are four such "teams" functioning. The second level consortium is at the Program Maintenance and Design Level. The tasks of this particular level, with representatives from the four teams and top level administrators from the college and public school district offices, are to monitor the team operations, analyze the assessment data and make appropriate decisions regarding program maintenance and design adaptations and modification. This intermediate level of consortia represents the operation of the CBTE-OCE as a whole and integrated program thrust. The third level of consortia is at the Policy Making and Resource Commitment Level, a sort of Board of Directors Level. The tasks at this level involve making policy decisions regarding personnel selection, sharing and allocating budget resources, and the procedures for program modification and adaptation as they involve or affect budget and resource allocation. A fourth level of consortia would be represented by a regional and/or statewide consortia. The tasks for this group would be primarily to coordinate geographic areas to be utilized by the various college level 3 consortia programs, to communicate the various programs to each other, and to generate additional, more broadly based resources to supplement and complement the college level consortia program operations. An additional task could be the evaluation and accreditation of the college level programs as being CBTE programs. At the present time, this level of consortia is being conducted by the Teacher Standards and Practices Commission of the Oregon Board of Education.

The guiding principle that governs the consortia at each level of operation is that of "Parity." "Parity," simply stated, means that each participant included at each level of consortia has an equal voice in the conduct of operations at that level. It represents the idea that there is more commitment to action, and therefore more action, when the participants have a real voice in designing, developing, implementing and evaluating programs they are involved with. (For an example of a consortium that is defined operationally, see Appendix D: The Willamette Valley Consortium For Teacher Education.)

e. Specification 5: Systems Design and Operation

In order for a program as complex as a CBTE program to function with the diversified parties involved, a fifth specification is required. The program must be systematically designed and operated. This meant that our program had to be specified in measurable outcomes, process and product, in order to facilitate communications between the respective participants so that each would know what was to be done, by whom, under what conditions, and how. It facilitated the specifications for evidence about the effectiveness of the program to reach its outcomes and made that evidence continuously available so that the program could adapt or correct itself according to the evidence.

We found that systems design had to affect each aspect of the instructional program and the support activities of the instructional program, such as program governance, program management and assessment. Each of these four aspects will be dealt with in a separate section below. What was learned by the application of systems design techniques was that it increased the probability of our reaching our program objectives and it helped the program adapt to needed changes. It was further hoped, with some supportive evidence that the students, through their experience in such a program, would be able to identify its generalizability and transfer it to their own behavionr patterns as prospective teachers.

f. Specification 6: Research Oriented

A final specification was that the measures of outcomes of the program would be applicable to a bona fide research program in that the measures would be valid and reliable. The research component of the OCE-CBTE program was under the aegis of the Teaching Research Division of OSSHE. Their task was to assist in the Program design, especially the assessment component, so that the program would be truly a CBTE program. They were to develop the assessment tools that would gather the kind of data necessary for decision making at the various levels of program operation and the kind of data that would indicate the kind and quality of outcomes possible from a CBTE program, the effectiveness of the contribution of each of the components of the program, and the impact of the OCE-CBTE program on OCE as a whole, other teacher education programs in the state and the impact of CBTE on the public shools within the state as a whole.

The first set of data, enabled the faculty to make Program changes and to make decisions about students moving through the Program. The second set of data enabled the designers of the CBTE Program to be more definitive of their outcomes and about the components necessary to bring about those outcomes. The third set of data provided feedback about the spread of CBTE programs within the State of Oregon and what their experience with CBTE was. The impact of the OCE-CBTE program will be enlarged upon in a later section of the paper.

In summary, the OCE-CBTE program included six interrelated specifications: competency based, personalized, field centered, operated within a consortium, systems designed and operated, and research oriented. The next section of the report will describe the instructional program at Oregon College of Education.

2. Instructional Program

The instructional program utilized in the experimental teacher education program was designed around the following criteria:

The curriculum must be suited to the personal characteristics of the college students involved. In an effort to accomplish this, four specific provisions were made.

A. The learning experiences were required only when the content or process covered was considered to be basic to the overall program goal.

B. Optional or elective learning experiences were designed and made known to students. The students were then invited to attend and participate only if the option seemed sensible or worthwhile to them.

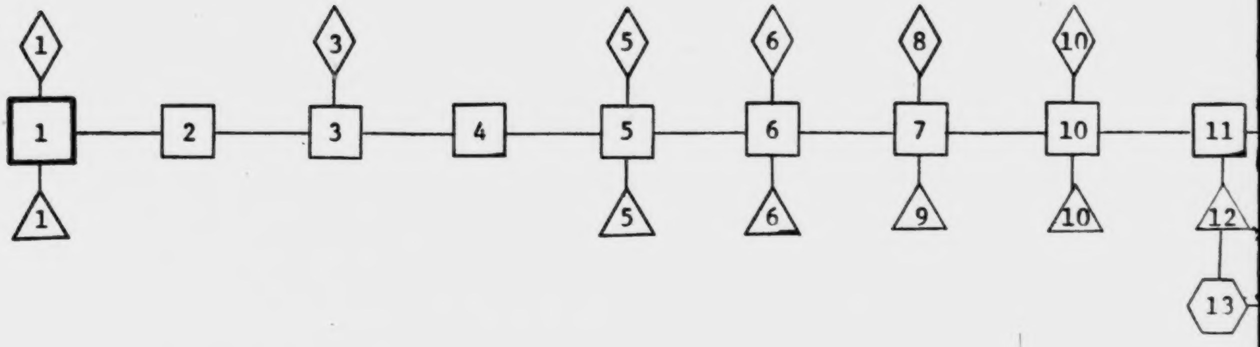
C. The basic and optional learning experiences were designed in a way to make maximum use of the various types of learning modalities. The large group lecture, informal lecture and discussion, small group interaction and augmented presentations were all utilized at some point in the program.

D. The student would account for his performance in the learning experiences by electing one of several alternatives. These alternatives also were designed to ask the student to react in some cases to abstract verbal questions, to apply the information in a lab setting, to formulate a personal reaction in the experience, or to invent other learning alternatives.

The on-campus instruction was designed to interact with the laboratory assignments in a manner so that each experience would augment, facilitate or add meaning to the other. The on-campus classes would quite often suggest possible teaching activities or study activities for the student to try out in his laboratory setting. Similarly, many informal seminars were scheduled on campus at which time questions and problems arising in the laboratory setting could be examined and discussed. The laboratory experience was designed in a way which allowed a great deal of exploration early in the program without emphasis on performance standards (Level 1: Provisional Try). This principle of gradualism was seen as aiding the student in making errors, trials, and tentative decisions without a great deal of concern about grades or formal standards. As the program progressed, the student would declare himself ready to begin a "formal" lesson demonstration (Level 2: Formal Lesson Teaching - 3 required). The criteria by which the demonstration was designed and carried out were made known very early in the experimental program. The in-class activities were designed to include the direct instruction about the definition and evaluation of each of the teaching functions. The steps to be followed at Level 2 are illustrated in Figure 3 with the exception of Step 13. The "jury" in this case is the college supervisor and the classroom supervisor. The same steps apply to Level 3: Short Term Full Responsibility Teaching (2 to 5 days). On this level, the "jury" consists of college and school personnel who are not the student's classroom or college supervisor. The student, upon being judged competent at the Short Term Full Responsibility Level exits to Level 4: Initial Certification (Student Teaching or Interning). For a more complete representation of the decisions related to competency demonstration, the reader is referred to Table 1: A Decision Map For Competency Demonstration in the Clinical (Pre-Certification) Phase of the ETE Program.

An additional criteria dealt with the necessity to organize the learning experiences in a way that they included a significant body of content, referenced against enough setting and variability questions to add to its possibility of being meaningful to the college student. The tendency in higher education to teach a great deal of specific content around a very narrow portion of human learning was seen as having little transfer value to actual classroom practice. The participating faculty attempted to visit each other's classes and to take part in the discussions in so far as seemed appropriate. This awareness served to eliminate some unnecessary redundancy. It further enabled the participating faculty to design instruction and assignment around the activities related to the laboratory assignments of the students in the program. In this way, it was assumed that application or transfer ability of the instruction might be enhanced.

FIGURE 3: STEPS IN THE DEMONSTRATION AND ASSESSMENT OF COM EN



1. Student receives clearance from college and school supervisors to begin planning for a f
clearance).
2. Student picks up appropriate planning and assessment forms from college supervisor.
3. Student negotiates lesson to be taught with school supervisor.
4. Student prepares lesson plan.
5. Student takes plan to college and school supervisors for assessment and ok (signature an
6. Student distributes appropriate assessment forms to college and school supervisors.
7. Student teaches the lesson.
8. School supervisor assesses/instructs in relation to the competencies to be demonstrated.
9. College supervisor assesses/instructs in relation to the competencies to be demonstrated

10. Student arranges for a formal review of competency ratings for each lesson presented for
11. Upon completing the review of competency ratings, and reaching agreement in relation to
forms to the college supervisor's office for short term filing.
12. Upon receipt of the lesson plan and completed assessment forms the college supervisor de
ratings to the computer.
13. When data have been entered into the computer, evaluation staff record student progress i
then return the assessment forms to the supervisor for safe keeping and use until perfor
14. After completing steps (1) through (13) for three lessons the student arranges with his
in relation to standards for lesson teaching.
15. Program placement decisions are made on the basis of the review of performance in relati
(2-5 day) full responsibility teaching, he may have to provide additional evidence of co
he may have to teach one or more additional lessons.
16. When performance standards have been met for lesson teaching, all plans and assessment f
in the CBTE room.

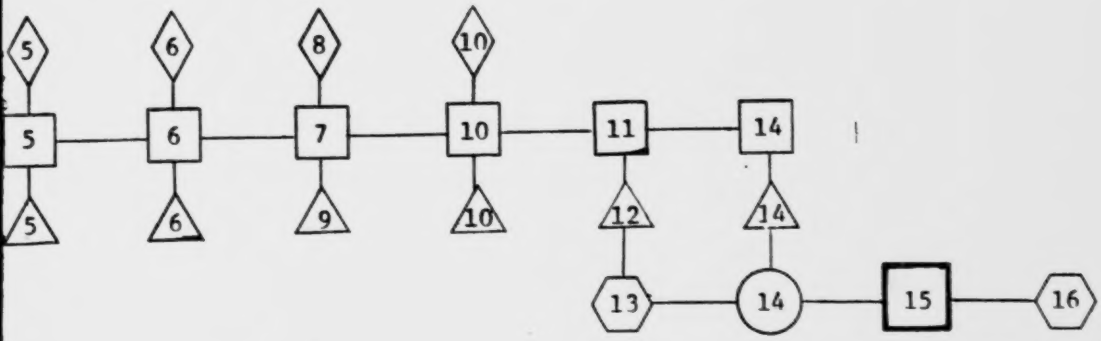
■ = program placement decisions

◇ = school supervisor

□ = student

△ = college supervisor

THE DEMONSTRATION AND ASSESSMENT OF COM ENCY IN LESSON TEACHING



school supervisors to begin planning for a formal lesson presentation (signatures are required to show

ssessment forms from college supervisor.
school supervisor.

ervisors for assessment and ok (signature and ratings required).
forms to college and school supervisors.

ation to the competencies to be demonstrated.
lation to the competencies to be demonstrated in at least one lesson.

petency ratings for each lesson presented formally with school and/or college supervisors.
tings, and reaching agreement in relation to them, the student takes lesson plan and assessment
short term filing.
ed assessment forms the college supervisor deposits the forms in the CBTE room for transfer of the

er, evaluation staff record student progress in formal lesson teaching on student progress charts and
ervisor for safe keeping and use until performance standards for lesson teaching have been demonstrated.
three lessons the student arranges with his college supervisor for a formal review of performance
g.
basis of the review of performance in relation to standards, i.e., a student may advance to short term
may have to provide additional evidence of competence in some particular aspect of lesson teaching, or
lessons.
r lesson teaching, all plans and assessment forms for lesson teaching are filed in a student "portfolio"

◇ = school supervisor
⬡ = storage, utilization
△ = college supervisor
○ = jury

Table 1; A DECISION MAP FOR COMPETENCY DEMONSTRATION IN T
CLINICAL (PRE-CERTIFICATION) PHASE OF THE ETF PRO

DECISION ELEMENTS	LESSON TEACHING		
	Performance Ratings (On-line Decisions)	Performance Standards (Exit Decisions)	Perfo (On-l
Structure	A two- or three-person conference	A two- or three-person conference	A two- or t ence
Participants	The college student and either one or more of the following: a school supervisor; a college supervisor; a content specialist; a laboratory partner	The college student and his college supervisor, with one or more of the following optional: a school supervisor; a content specialist; a laboratory partner	The college one or mor a school s supervisor specialist partner
Procedures	Plans and performance are rated by one or more supervisors; the ratings are then reviewed with the student, corrections made as needed, and signatures applied to the forms to indicate formal agreements to the ratings given	All performance ratings on lesson teaching are summarized by the evaluation staff and submitted to the college supervisor for review against the standards set for lesson teaching. Ratings are clarified where needed and a decision is made as to program placement	Plans and p by one or ratings ar the studen as needed, applied to cate forma ratings gi

A DECISION MAP FOR COMPETENCY DEMONSTRATION IN THE
CLINICAL (PRE-CERTIFICATION) PHASE OF THE ETF PROGRAM

	ON TEACHING	SHORT TERM, FULL RESPONSIBILITY TEACHING	
	Performance Standards (Exit Decisions)	Performance Ratings (On-line Decisions)	Performance Standards (Exit Decisions)
-	A two- or three-person conference	A two- or three-person conference	An independent jury chaired by a student's college supervisor (sponsor)
r : ge	The college student and his college supervisor, with one or more of the following optional: a school supervisor; a content specialist; a laboratory partner	The college student and either one or more of the following: a school supervisor; a college supervisor; a content specialist; a laboratory partner	The college student and his college supervisor, and a jury of at least three persons from the college and schools who do not know the student well. Student and staff witnesses may be called by any of the participants
ted ed ns es i- he	All performance ratings on lesson teaching are summarized by the evaluation staff and submitted to the college supervisor for review against the standards set for lesson teaching. Ratings are clarified where needed and a decision is made as to program placement	Plans and performance are rated by one or more supervisors; the ratings are the reviewed with the student, corrections made as needed, and signatures applied to the forms to indicate formal agreements to the ratings given	All performance ratings on STFR teaching are summarized by the evaluation staff and submitted to the jury, along with the video tapes of teaching performance, for review against the standards set for STFR teaching. Ratings are clarified and video performance is explained or interpreted where needed, and a decision is made as to program placement. The student's college supervisor chairs the meeting of the jury, and may contribute supplementary information to the jury as needed or requested. Student and staff witnesses may be called by any of the participants

Table 1-A; A MANAGEMENT PLAN FOR COMPETENCY ASSESSMENT IN THE CLINICAL (PRE-CERTIFICATION) PHASE OF THE ETE PROGRAM

The Involvement of	RECEIVING AND DISTRIBUTING UNUSED ASSESSMENT FORMS	COLLECTING, RECEIVING AND DISTRIBUTING USED ASSESSMENT FORMS	RECORDING COMPETENCY RATINGS	STORING COMPETENCY RATING AND ASSESSMENT FORMS
Student	Distribute appropriate forms to school supervisor for use	Collect completed forms from school supervisor and deliver to college supervisor		
College Supervisor	Distribute unused forms to students for their personal use, and for distribution to their school supervisors	Collect school supervisors completed forms from students and file in student's instructional folders		
School Supervisor	Receive appropriate unused forms from student	Place used form in the hands of a student for distribution to the student's college supervisor		
Evaluation Staff	Distribute appropriate forms in the appropriate number to college supervisors	Collect all forms from college supervisors as soon as a student demonstrates a satisfactory level of competency in each demonstration context	Transfer ratings from assessment forms to student progress charts and data summary charts for computer storage	Enter ratings into comput storage: store summary data charts in program operations room: store assessment forms in student portfolios

The maintenance and design of the program was assessed periodically through a specific set of evaluative materials (see Appendix E: Program Maintenance and Design Assessment Materials). The results of the assessment were made public to all participants in the program and became the basis for a series of meetings of college faculty, classroom teachers, and student representatives that were held during the time the program was in operation. These weekly meetings involved questions of program maintenance or program detail and attempted to get at the logistic problems, scheduling problems, specific topics of content, and accountability problems which might occur. Other meetings, scheduled monthly, dealt more with the apparent ability of the program and program participants to achieve the ong-range instructional goals. In this sense, the instructional program designed at the outset was seen as the best set of assumptions held by the people present at that time, rather than as a fixed decision to be tested over time. The assess, feedback, and adapt mode was seen as one of the most hopeful elements in the Experimental Teacher Education Program if one is committed to making instruction relevant to the learning needs of students.

The Spring quarter following the completion of the Experimental Teacher Education Program was devoted to a careful, systematic, and searching analysis of all the data collected in the first two quarters. A group comprised equally of college professors, public school teachers, and students who participated in the program met twice per week for approximately eleven weeks. The entire Instructional Program was analyzed and suggestions were made for alteration of those components which seemed not to operate well. There was effort given to striking a balance between requirements and permissiveness, a balance between the necessity for a great deal of data and a tendency of people to react negatively to excessive data demands, and the appropriate balance between on-campus classroom activities and laboratory activities. The redesigned instructional program was then submitted to the Elementary Education Division and was subsequently adopted for the regular OCE program for the 1973-74 school year.

3. The Assessment Program

The basic premise held for assessment in the OCE-CBTE Program was that the assessment system be viewed as a targeted decision-serving information system instead of just a set of procedures to measure competency. The assessment system collected and made available for the adaptive decision-making three classes of data: data on student performance of competencies; data on program costs; and data on program operations.

a. Components of the Assessment Program

It was found in the work done on assessment at Oregon College of Education that by targeting a subsystem of the overall assessment system on student performance (for Level 1 consortia), another on program performance (for Level 2 consortia) and still another on program costs (for Level 3 consortia) provides a structure that permits the ordering of decisions and data into reasonably cohesive and coherent units. This is not to say that all decisions within each subsystem are the same, nor are all data collected in support of the various decisions within a subsystem comparable.

(1) Component 1: Families of Decisions

It is to say, that families of decisions and related data sets were identified within a subsystem that have considerably more in common than the decisions and data sets that appear in one of the other subsystems. The strategies of developing "targeted" subsystems and identifying "families" of decisions within each subsystem provided economy and manageability for the assessment system. A "family" of decisions is defined as a collection of decisions that have a number of features in common. The student performance subsystem had three families of decisions identified: program or level entry decisions, program or level planning decisions, and program or level exit decisions. Those decisions were reflected in Figure 3. The program assessment subsystem had two families of decisions identified: executive (or management) decisions and policy (or governance) decisions. No decision families have as yet been identified in the cost assessment subsystem.

(2) Component 2: Structures for Decision Making

A second component of the OCE-CBTE assessment system is the structures developed for decision-making. A "structure" for decision-making is the organizational vehicle or mechanism within which decision making occurs. These structures tend to be synonomous with each of the levels of consortia. On-line decision making in program planning with students, for example, requires relatively informal decision making structures (see Figure 3). However, adjustment in program planning procedures for students, or the redesign of program planning procedures for students require relatively formal decision making structures (see Table 2: A Decision Map for Program Adaptation). The

Table 2: A DECISION MAP FOR PROGRAM ADAPTATION

MODEL COMPONENTS	MAINTENANCE DECISIONS	ADJUSTMENT DECISIONS	DESIGN DECISIONS
Structure	The first 15 to 30 minutes of the weekly Elementary Divsion staff meeting	A two-hour meeting each month	Six three-hour seminars and a full-day program planning exercise over the course of a term
Participants	College faculty and assessment staff	College faculty; school supervisors; students; assessment staff	College faculty; school supervisors; college and school administrators; students; assessment staff
Procedure	Maintenance level data reviewed; meeting then opened to discussion and related problem solving	Adjustment level data reviewed; meeting then opened to discussion and related problem solving	Adjustment and design level data reviewed by selected topics; seminar then opened to discussion and related problem solving. Program planning exercise focuses upon simulated program related decision making
Formal Data Sources	Program Maintenance Survey: administered to a 10% sample of students and school supervisors	Program Adjustment Survey: administered to all students and college faculty, and a 25% sample of school supervisors	Program Design Survey: administered to all students, college faculty and school supervisors, and selected college and school administrators; Program Cost Reports Selected Interviews Student Performance Data

The management plan developed to gather the data necessary for the decision making structures to function is represented in Table 3: A Management Plan for Program Assessment.

(3) Component 3: Procedures for Decision Making

The third component of the OCE-CBTE assessment system specifies who is to do what, when, where and how in carrying out the decision making process.

(4) Component 4: Participants in Decision Making

Choice of participants in decision making is governed by the class, level or family of decisions that is to be attended to. For example, if a decision is a policy decision, and it is at a level of generality that affects total program operation, then all major participants in the Program were represented in the decision making process. If, on the other hand, the decision was an executive decision that had to do with judging the adequacy of a particular teaching competency that is being demonstrated by a particular student, the participants may be only a school supervisor and the student involved.

(5) Component 5: Data Specification

This component relates to making the data in the form and available at the time needed by the participants to make better decisions based on the best data available. While it is true, decisions were made in the absence of assessment data, the Program was committed to the principle of making decisions based on assessment data. This served to press the assessment system to design, develop, implement and test instruments that would gather data

Table 3: A MANAGEMENT PLAN FOR PROGRAM ASSESSMENT FALL TERM, 1973

	MAINTENANCE SURVEY	ADJUSTMENT SURVEY	DESIGN SURVEY*
Student	Distributed every Wednesday through regular class meetings and collected Thursday A.M. of same week. A sample of 1 or 2 students from each school on a rotating basis.	Distributed every 4-6 weeks to all students through regular class meetings. They will be completed and collected during same class period.	Distributed at the end of each term to all students through regular class meetings. They will be completed and collected during the same class period.
College Supervisor		Distributed every 4-6 weeks to all college supervisors at the same time that student surveys are distributed.	Distributed at the end of each term to all college supervisors at the same time that student surveys are distributed.
School Supervisor	Distributed every Wednesday to designated students to take to designated teachers. To be completed on Thursday and returned to evaluation staff Friday A.M. The sample will match that of students.	Distributed every 4-6 weeks to all school supervisors by students. To be returned the following week by students.	Distributed at the end of each term to all school supervisors. To be returned the following week by students.

* Design interviews will also be conducted at the end of each term with selected teachers, school principals, school administrators and college administrators.

appropriate to the "families" of decisions that were identified during program development and program operation. It required the developers of the assessment system to provide the data information to the decision makers in a form that was easily understood and easily applied in the context of a particular decision when it was in the process of being made.

The following is an example of the application of data specifications to the student performance subsection. Because the student was to be free to try various styles of, and methodologies of, teaching during Level 1: Provisional Trials, no formal instruments and measures were developed. The assessment was informal and direct between the student and his college and/or classroom supervisor.

When the student indicated he was ready to attempt Level 2: Lesson Teaching, a conference was held between the student and his college and classroom supervisors. When all agreed that the student was ready, the student obtained a set of assessment forms for Cluster I: Lesson Planning and Preparation; Cluster II: Lesson Presentation; and Cluster III: Lesson Assessment and Evaluation. The procedures from there are delineated by Figure 3 on p. 22-A. The college supervisor and classroom supervisor assigned ratings from 1 to 5 about each competency within the clusters. Sample indicators were supplied on the form. The rater was to indicate which ones of these indicators and/or list of other indicators he used to assign the ratings. This procedure was to provide at least two separate professional judgments in relation to each of the three Lesson Teaching demonstrations that were carefully delimited in the form of rating scale placements. It was felt that the inclusion of the request to record indicator statements would help to bring about objectivity in two ways: first, it would force raters to think about, and hopefully identify, the indicators used; and secondly, a larger list of indicators could be compiled from different raters in different settings in the form of a guide to train additional raters when the program enlarged.

The ratings given are not to be confused with the standards (discussed in more detail below). Ratings were assigned for one particular lesson. Standards refer to the quality of ratings assigned for a cluster or a lesson or a level for a student to be judged competent. For example, in Lesson Teaching, one standard is that in Cluster I "...every item to be attended to in the plan (as indicated in the assessment form for Cluster I) has been dealt with satisfactorily (a rating of 2 or better on a scale from 1 to 5). This standard must be met before the lesson can be presented to children. If a plan does not meet this standard upon its initial review, it must be revised until it does. When the student has had Cluster I approved, has taught the lesson and been assessed with Cluster II and III, he sets up a second formal Teaching Lesson. The standard is again applied. When the student has completed three Lesson Teaching experiences he is ready to be evaluated for Level 3: Short Term Full Responsibility Teaching (2-5 days). To exit from Level 2, he must meet the following standards:

- evidence of favorable performance on each of the teaching functions assessed in at least one of the three lessons (this means that at least one lesson has to have all parts rated at least 2 or better on a 1 to 5 scale).
- evidence of favorable performance on the preponderance of teaching functions assessed in the three lessons presented. Preponderance is defined here to mean at least 75% of the functions assessed in the course of the three lessons presented will reflect evidence of favorable performance

> (a rating of 2 or better on a 1 to 5 scale), and no more than 25% of the functions assessed will reflect evidence of unfavorable performance (a rating of 1 on a scale of 1 to 5). This means that a student could receive a rating of 1 on several of the competencies in Clusters II and III, but never to exceed 25% of the ratings received.

When the data, which are the ratings given and the indicators identified to support the ratings, are collected, then conferences are held to determine if the student has met the standards and what his next program step should be: recycling through the present level, or exit and enter a higher level of training. This discussion introduces the next component of the assessment system.

(6) Component 6: Performance Standards

Performance standards for the assessment system were derived. These are a set of criterial statements for program operation that serve as guides to adaptive decision making in relation to the program. Such standards permitted those responsible for the operation of the Program to know whether or not a program is doing what it is supposed to do, or achieving what it is supposed to achieve, and thereby knowing whether program adaptations were or were not needed. It was determined that unless the standards were referred to in reviewing Program performance at whatever leve and unless there were data to show how the Program in fact performed in relation to the standards set for it, the standards set and/or the data collected were of little use.

The development and application of standards led us to respect the subtlety and complexity of the concept as indicated in the following description:

> Another aspect of the meaning of competency that had to be unraveled before progress could be made in the development of the assessment system was the matter of performance standards. This was a particularly troublesome concept for it was imbedded in both the nature of the competency to be demonstrated and the context in which it was to be demonstrated. For example, defining the objectives of instruction was a competency to be demonstrated, but there is nothing inherent in that competency descriptor that speaks to the quality expected (standard) in its performance. It also makes no reference to the context in which performance is to take place. This is equa-ly troublesome since the performance standards for defining the objectives of instruction in the context of lesson teaching may be considerably different than in the context of short-term full responsibility teaching. Because of this interdependency of competency descriptor, the context in which a competency is to be demonstrated and the performance standard set for its demonstration, the task of becoming clear as to what the assessment system was to do and how it was to do it was more difficult than anticipated.
>
> Another level of subtlety and complexity emerged in relation to performance standards as the assessment system developed. This was the distinction that had to be drawn between performance ratings and performance standards. As the system was planned initially it was anticipated that performance standards would apply to each competency that was being assessed. As the system evolved it was discovered that applying the concept of performance standards at that level of detail was simply not functional. Ratings of performance had to be applied at that level, i.e., at the level of each competency descriptor, but it turned out that performance standards seemed to apply best to performance within a particular demonstration context. Thus, as the system evolved during the first year of program operation, performance standards came to apply to performance patterns across competencies within particular demonstration contexts, rather than to individual competency demonstrations.

In spite of these and other difficulties the OCE-CBTE developed a functional set of standards for student performance, Program performance and Program cost.

While no claim is made for their quality or endurance, illustrative standards are presented as follows:

STANDARDS FOR STUDENT PERFORMANCE IN LESSON TEACHING

. evidence of favorable performance on each of the teaching functions assessed in at least one of the three lessons presented;

. evidence of favorable performance on the preponderance of teaching functions assessed in the three lessons presented. Preponderance is defined here to mean at least 75% of the functions assessed in the course of the three lessons presented will reflect evidence of favorable performance, and no more than 25% of the functions assessed will reflect evidence of enfavorable performance.

STANDARDS FOR PROGRAM PERFORMANCE (TO BE APPLIED AT THE END OF THE FIRST YEAR OF PROGRAM OPERATION)

. all students enrolled in the program, and who remain in the program for the two terms allotted, will qualify to engage in formal lesson preparation and presentation;

. at least 75% of the students who engage in lesson preparation and presentation will perform to the standards set for those activities in the minimum of three lessons. At least 95% of the students enrolled in the program, and who remain in it, will perform to the standards set for lesson preparation and presentation before the two terms allotted to the program close;

. at least 75% of the students enrolled in the program will qualify to enter short-term, full responsibility teaching, and at least 75% of those who engage in such teaching will perform to the standards set for it;

. program staff and administrators (both college and school) will judge the program upon its completion to be sufficiently worthwhile and sufficiently free of problems that its continuation is recommended.

STANDARDS FOR PROGRAM COST

. the cost of operating the experimental, competency based elementary teacher education program will not exceed the monies available to the college for its operation from regular sources of revenue.

(For the complete set of Standards, the reader is referred to Appendix F: Program Standards.)

b. Functions of the Assessment Program

Five functions were developed to operationalize the Assessment Program.

(1) The Data Collection Function was guided by three principles:

- the kind and amount of data collected should be in keeping with the directives of the data specifications component;
- the methodologies employed in collecting data must yield measures that are reliable, valid, sensitive, etc.;
- the methodologies employed in collecting and reducing data must be cost effective.

(2) The Data Reduction Function operated on the collected data to reduce, order, and summarize it in a manner that makes it usable for the decision makers.

(3) The Data Storage Function. At this time only summary measures of competency demonstration are maintained in two forms: a computer prepared competency demonstration profile to be used as a second transcript by the student; and a competency demonstration summary that is maintained for purposes of research. The summary data form for the Lesson Teaching phase of the OCE-CBTE Program appears below as Table 4: "Research Summary. Lesson Preparation and Presentation."

The translation of this information to the computer permitted a series of methodological studies to be undertaken on the adequacy of the measures coming from the system and preliminary work was able to be done in preparation of competency profiles.

(4) The Data Retrieval and Distribution Function became extremely critical to the overall effectiveness of the assessment system. With the preparation of data specifications, indicated above, problems of who was to get what, when and in what form was essentially eliminated. However, early in the program it became apparent that there was a need to accompany all data summaries with a

Table 4: RESEARCH SUMMARY: LESSON PREPARATION AND PRESENTATION

NOTE: The data summarized below are taken directly from LESSON PLAN and LESSON PRESENTATION evaluation forms. For some elements the data transfer is direct, that is, the element appearing on the present form has an exact counterpart on an evaluation form, and thus the rating that appears for the element here is taken directly from the evaluation form. In other cases, however, the data transfer requires manipulation, for example, further reduction or further summarization. Where this is the case, existing ratings are always used in the manipulations. **NEW RATINGS ARE NEVER OBTAINED OR MADE FOR PURPOSES OF A RESEARCH SUMMARY.**

Student's Name	Lesson Number	Person Who Provided The Rating

* * *

SELECTOR A: LESSON PLAN		SELECTOR B: LESSON PRESENTATION	
1. OBJECTIVES (average of the four ratings re objectives)		1. OBJECTIVES (direct transfer)	
2. ADAPTING OBJECTIVES TO LEARNER CHARACTERISTICS (direct transfer)		2. ADAPTING THE LESSON TO LEARNER CHARACTERISTICS (direct transfer)	
3. SELECTING INSTRUCTIONAL MATERIALS AND PROCEDURES (average of four ratings re instruction		3. CLASSROOM MANAGEMENT (direct transfer)	
		4. INSTRUCTION (direct transfer)	
4. EVALUATION (average of the three ratings re evaluation)		5. EVALUATION (average of three summary ratings)	
		6. ACHIEVEMENT OF DESIRED LEARNING OUTCOMES (direct transfer)	
5. PLANNING NEXT STEPS (average of the two ratings re next steps)		7. PLANNING NEXT STEPS (direct transfer)	
5. THE FIT BETWEEN INSTRUCTOR, LESSON AND CONTEXT (average of the two ratings re fit)		8. THE FIT BETWEEN INSTRUCTOR, LESSON AND CONTEXT (direct transfer)	
* * * * * *		* * * * * *	
7. SUMMARY EVALUATION OF THE LESSON PLAN (average of the ratings appearing above)		9. SUMMARY EVALUATION OF THE LESSON PRESENTATION (average of the ratings appearing above)	

Figure 1 Data summary form for lesson planning and preparation.

cover sheet that both interprets the implications of the data set for a particular decision and identifies questions raised by the data that bear upon the decision to be made. A second practice became established of having the data summaries presented orally at the beginning of a decision making session by a person who is intimately acquainted with the data.

(5) The final function developed was that of System Management and Governance. The complexity of the assessment program, and the critical nature and importance of the assessment system to the OCE-CBTE Program, indicate that there is as much need for manpower, consumable resources and space for the Assessment System as there is for the Instructional System. It is estimated from the OCE experience that the assessment system will require 10 to 25% of the resources allocated to instruction in order to operate. However, as the results indicate below in regard to the six components and five functions of the Assessment System utilized for the OCE-CBTE Program, it represents a necessary and central component of the entire operation: because of its contribution to the effective operation of the Program and its potential contribution to research on the practice of teaching.

In summary, the OCE Assessment System was not by nature formative or summative. It was viewed as a Decision Serving Information System. It was further viewed as research oriented. However, research programs should be designed as by-products of assessment systems, rather than the reverse, and this can be done by carefully and selectively adding to an assessment system the properties of design and measurement that make the data that emerge from the system functional within both a research and a decision making context.

4. Personnel and Budget

The personnel involved in the OCE program are those assigned to teach courses in educational psychology, general methods of elementary teaching, and special methods of teaching the basic school subjects such as art, mathematics, music, reading, social studies, health, and physical education. The courses in educational psychology and in general methods are scheduled as a single course and taught by teams of two or three instructors; and the special methods courses in Art, Music, P.E., Health, and Math are scheduled so as to coincide in time and sequence. Whereas in past years the students enrolled were able to take classes in other subject areas while they were enrolled in the professional courses, beginning in 1972-73 a special scheduling arrangement was created which permitted the students to enroll in all professional courses simultaneously in two consecutive quarters (18 quarter hours per term). The special scheduling arrangement was continued for all six of the Elementary "Blocks" starting throughout the 1973-74 year. Two Elementary Blocks begin each quarter and extend over two quarters. Approximately 250 students will be involved throughout the 1973-74 year. The methods and evaluative materials developed during 1972-73 have since been adopted by the entire elementary education division faculty of 11 persons.

In addition to the college faculty and administrators indicated above, 23 public school teachers who act as supervisors, were directly involved in the Experimental Teacher Education Program. During the 1973-74 year approximately 125 public school teachers and 20 administrators will be involved. Although the degree of involvement of public school teachers, students, administrators, and researchers in Program Development and Adaptation is not so extensive as it was during the developmental 1972-73 phase, they are still involved to a considerable extent. This year it is felt that extensive involvement of all concerned is not so much needed because the materials and procedures have been substantially developed and are simply being refined and adapted for wider use. The public school faculty and the college faculty members involved in the OCE-CBTE Program will be divided into six teams or Level 1 consortia.

Administrative coordination for the interdepartmental program first came directly from the office of the dean of faculty and from the Teaching Research Division. The dean of faculty devoted approximately .25 FTE to the 1972-73 effort. This involvement provided the support and energy necessary to move the Experimental Teacher Education Program ahead at a much faster rate of development and implementation. Coordination was provided through meetings with departmental chairmen, the college-wide curricula committees, and the Teacher Education Committee. Leadership was provided to initiate, organize and conduct consortia activities at Levels 2, 3 and 4. Currently, the interdepartmental effort does not require coordination from a central office.

A research professor from the Teaching Research Division devoted approximately .67 FTE to the Experimental Teacher Education Program in order to direct the Assessment System and to provide expertise for Program adaptation and design. This effort provided the leadership necessary to move such a critical aspect of the OCE-CBTE Program forward as the Assessment System proved to be.

Presently the dean of faculty and the representative from the Teaching Research Division are contributing their time and effort in continuing efforts to

Table 5: RESOURCES UTILIZED IN THE FIRST YEAR OF THE ETE PROGRAM

	Regular Elementary "Block" Program (9 quarter hours/term)			Experimental Elementary "Block" Program		
	Fall	Winter	Spring	Fall	Winter	Spring
Program Operation						
Education Faculty	7.5 FTE	7.5 FTE	7.5 FTE	1.5 FTE	1.5 FTE	
Subject Matter	2.5 FTE	2.25 FTE	2.5 FTE	1.75 FTE	1.75 FTE	
School Supervisors	2 hrs. p/wk	2-4 hrs. p/wk	2-4 hrs. p/wk	3 hrs. p/wk	5.25 hrs. p/wk	
Secretary/Clerical	Normal	Normal	Normal	+50%	+50%	
Supplies/Services	"	"	"	Normal	Normal	
Administration	"	"	"	+10%	+10%	
Students involved	135	170	150	44	43	
Program Development						
Education Faculty				.5 FTE	.5 FTE	
Assessment Faculty				1.0 FTE	1.0 FTE	
Secretary/Clerical				.75 FTE	.75 FTE	
Supplies/Services				$750	$750	
Administration				+10%	+10%	
Program Adaptation						
Education Faculty						2.00 FTE
Subject Matter Faculty						.50 FTE
School Supervisors						6 @ 5 hrs. p/wk
Students						12 @ 5 hrs. p/wk
Assessment Faculty						1.0 FTE
Secretary/Clerical						1.0 FTE
Supplies/Services						$500
Program Related Research				$500	$750	$500

gain financial support through grants for educational research endeavors on competency based teacher education, and on the development of a consortium of public school districts, professional teacher organizations, and colleges. The consortium will add further support to the efforts of OCE to provide appropriate field experiences for students in the elementary teacher education program.

The reader is referred to Table 5: "Resources Utilized in the First Year of the ETE Program" for a summary of the personnel involved. The OCE-CBTE Program was guided by the principle that the costs involved would be within those regularly available to the Program. The costs indicated in Table in dollar amounts and the FTE represented by the Assessment Faculty represent the costs to the Program above those normally available to the Program.

The next section of the report summarizes the findings of the OCE-CBTE Program to date.

C. EVALUATION OF THE OCE-CBTE PROGRAM TO DATE

Evaluation of the OCE-CBTE Program was conducted while the Program was in process during Fall Quarter of 1972 and Winter Quarter of 1973. Evaluation was continued during Spring Quarter of 1973 by a team representing the public schools that were involved in the Program, the college faculty involved and supplemented by the rest of the members of the Elementary Education Division, college and school administration, and research faculty. In general, the result of the evaluation effort was a strong recommendation to expand the Experimental Teacher Education Program to include all the students at the pre-student teaching phase of their training for the 1973-74 year.

That decision involved a greater number of students and faculty than was associated with the 1972-73 ETE Program. Forty three students entered the program. Two full time education faculty, six quarter to full time faculty from related subject matter areas, forty three school supervisors, and an equivalent of one full time specialist in measurement and evaluation staffed the program. The program was limited to the pre-student teaching aspects of professional preparation, and extended over a period of two terms (fall and winter). Students received 36 hours of college credit when they met the requirements of the program.

1. Development of the Assessment System

A relatively limited set of developmental goals were set for the assessment system during the first year of program operation. The decision was made to concentrate on the development of those aspects of the system that would permit the assessment of teaching competencies in ongoing school settings at the pre-certification level, moving if time permitted to the development of competency assessment procedures at the level of Initial certification.[1] As the year progressed, this turned out to mean, operationally, the development of an assessment system that functioned at two levels of competency demonstration. Lesson teaching is the first and simplest context within which teaching competency is to be demonstrated in the program. Short term, full responsibility teaching is the next simplest context for competency demonstration, and serves as the staging context for student teaching. Short term teaching can be engaged in only after competency has been demonstrated in lesson teaching, and student teaching can be engaged only after competency has been demonstrated in short term teaching.

A third demonstration context received some attention during the year, but not as much as the first two contexts that have been described. This was a student teaching equivalency demonstration context. Successful performance in the student teaching equivalency context was accepted as evidence of the level of teaching competency required to receive Initial certification.

As the assessment system now stands, it represents little more than a beginning of the system that ultimately must evolve. Two major components of the system have been developed, and a third started, but all of these have undergone major revision in preparation for the second year of program operation. Undoubtedly, they will undergo at least one more major revision before they stabilize. In addition to the revision of what has already been developed, however, the system must be extended to cover the assessment of competency for purposes of Initial, Basic and Standard certification. This represents a major developmental undertaking for as the Process Standards now read

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[1] The recently adopted Process Standards for educational personnel development in Oregon call for three levels of certification. Initial, Basic, and Standard. Competency demonstration is required at all three levels of certification. As level of certification progresses the competencies to be demonstrated increase in number and kind, and performance standards increase in difficulty.

Initial certification requires competency demonstration in a two to five week full responsibility teaching situation (student teaching), Basic Certification requires competency demonstration in a one to three term full responsibility teaching situation (intern or protected firt year teaching), and Standard certification requires competency demonstrationin a two to three year full responsibility teaching situation after the Basic Certificate has been received.

Finally, the system must be extended to cover the knowledges and skills assumed to be needed to perform effectively as a teacher. This includes knowledges and skills in the various subject matter areas of professional education as well as those in the subject matter areas to be taught.

It can be seen from this brief outline that the work that remains on the assessment system far exceeds the work that has been done. What has been accomplished thus far represents only the foundation of the system that will be needed in the long run to implement the kind of competency based teacher education program that is desired at the college, or that reflects fully the specifications of the Comfield model or the new Oregon Process Standards. The work that has been done represents a beginning, however, for the basic outline of the system has been established and several of its many components have been developed and tested. We are at least on the way, and that is more than could be said a year ago.

2. Effectiveness of the Assessment System in Operation

In order to determine how well the assessment system was working in the context of the experimental program analyses were made of the various student applications of the system, the completeness of information coming from the system, the trustworthiness of that information, etc. Studies of this nature were carried out midway through the program and then again at its completion. The data reported in the paragraphs that follow are based on these analyses.

Of the 43 students that enrolled formally in the experimental program, 42 attempted lesson teaching and 38 of these met the performance standards set for that demonstration context. All 38 of these students then attempted short term full responsibility teaching, and 34 of them met the performance standards set for that context. On the basis of these figures approximately three fourths of the students who entered the program met competency demonstration requirements for exit from it, and thereby met entry requirements for student teaching. Five of the thirty four students, however, challenged student teaching through the student teaching equivalency demonstration, and three of those five were judged competent at the level of Initial certification.

Taken at face value these data would suggest that the assessment sytem was working well. In some respects that is a fair judgment. A larger proportion of students dropped or were dropped from the experimental program than is typically the case in the non-experimental form of the program. College and school supervisory staff also reported that the evaluations that they were able to make of student's performance were sharper and more detailed than they had ever been able to make before. Staff also reported that the data base provided by the ratings facilitated greatly instructional activities that accompanied the supervisory process.

Two other sets of data, however, force caution in interpreting how well the system worked. The first is a set of data that has to do with the conscientiousness of performance rating and documentation by various evaluators. These data are summarized in Tables 5 and 6, and are informative on a number of counts. First, it is immediately clear that the rating forms were not applied in all cases, and often times when applied they were not attended to completely. Second, plans are rated more consistently and more completely than presentations. Third, the conscientiousness of rating and documentation

Table 5 Completeness of Ratings on Competency in Lesson Planning and Presentation

Elements Rated	College Supervisor	School Supervisor	Content Specialist
Plans	(N=68)	(N=96)	(N=20)
- all elements rated			
Lesson 1	20	30	3
Lesson 2	20	23	7
Lesson 3	17	27	4
- some elements rated			
Lesson 1	7	3	1
Lesson 2	1	6	2
Lesson 3	1	2	0
- no elements rated			
Lesson 1	2	3	1
Lesson 2	0	1	2
Lesson 3	0	1	0
Presentations	(N=69)	(N=94)	(N=20)
- all elements rated			
Lesson 1	16	20	1
Lesson 2	7	19	2
Lesson 3	3	17	0
- some elements rated			
Lesson 1	3	4	0
Lesson 2	1	4	1
Lesson 3	1	3	0
- no elements rated			
Lesson 1	11	10	4
Lesson 2	12	8	8
Lesson 3	15	9	4

Table 6 Completeness of Ratings for Short Term, Full Responsibility Teaching

Elements Rated	College Supervisor	School Supervisor	Content Specialist
Plans	(N=24)	(N=29)	(N=1)
- all elements rated	18	28	1
- some elements rated	4	1	
- no elements rated	2		
Presentations	(N=24)	(N=28)	(N=1)
- all elements rated	1	16	1
- some elements rated	3	9	
- no elements rated	20	4	

varied by class of rater, with the school supervisors generally being the most conscientious about filling out the forms completely. Finally very few content specialists from the college faculty applied the forms to either plans or presentations, and when they did they were not overly conscientious about their use.

If taken at face value these data would suggest that the assessment system was essentially nonfunctional. This would be an over-interpretation, however, for while the application of the system obviously left much to be desired the data that appear in Tables 5 and 6 have a number of explanations. First, the system was instigated with essentially no staff preparation. Second, some items within the system were badly in need of revision, and as a consequence many evaluators simply chose to omit them and deal only with those that made sense or were able to be managed. Third, the supervisory load on the college staff became so heavy near the end of the program that they were essentially unable to meet the demands that were placed upon them. This is reflected in the high proportion of ratings missing in the second and third lesson presentations, and in the short term full responsibility teaching situation. Finally, no expectations were established nor held in the program for content specialists to apply the system to either plans or presentations. Students were free to ask their participation in the rating process if desired, or content specialists could ask to become involved in assessing a plan or the performance of a particular student, but this was not a matter that received a great deal of attention in the program.

In some respects, then, given the circumstances that surrounded the development and application of the system, it is possible to be delighted with the extent of the system's application and the conscientiousness with which it was applied. The data are particularly encouraging in this regard for school supervisors.

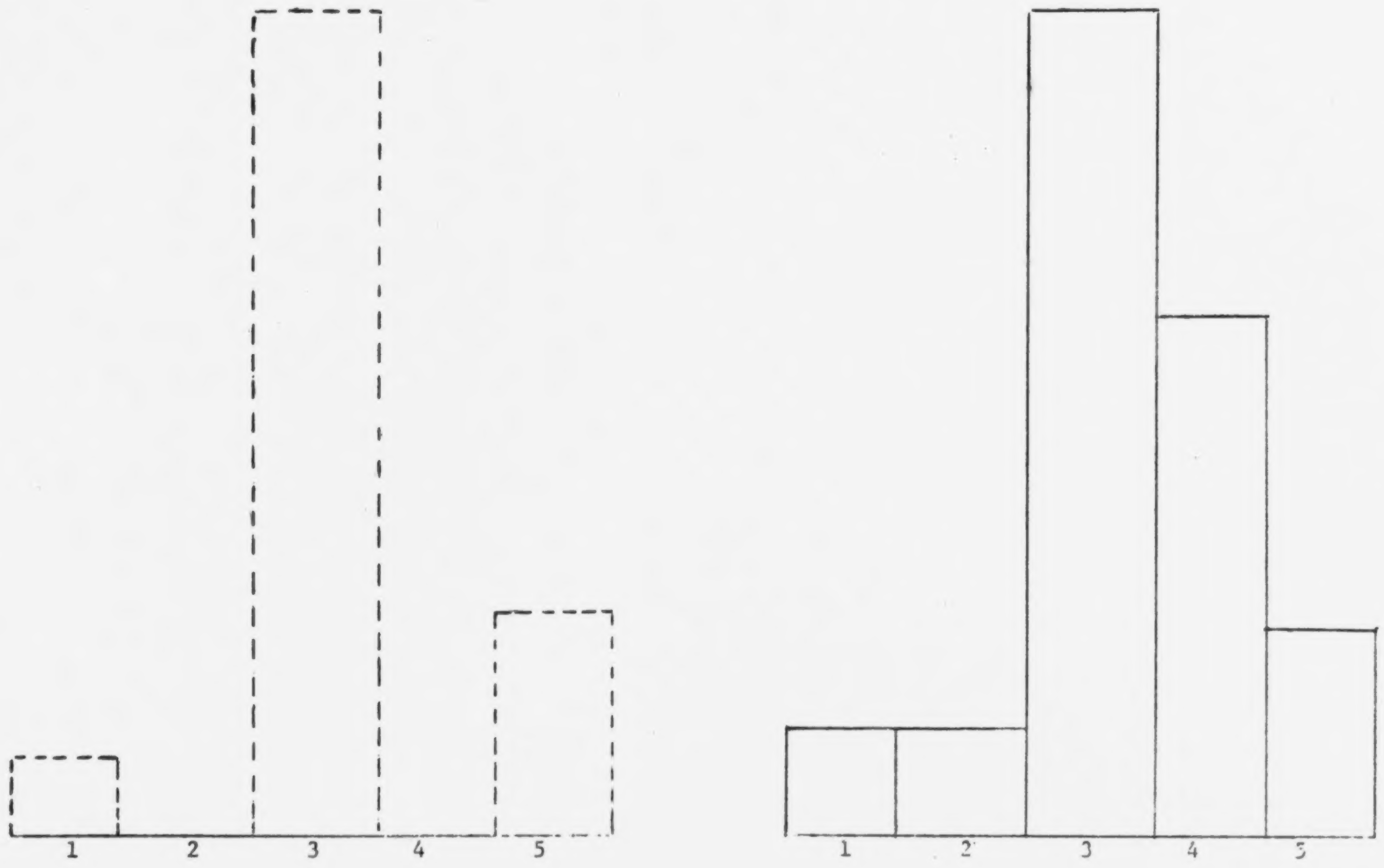
Three additional sets of data support a sense of hopefulness about the system and its operation in the context of the experimental program. The first deals with a set of analyses that were carried out to determine the sensitivity of the ratings. Two kinds of sensitivity indicators were used, the extent to which competency performance measures varied for an individual student, and the extent to which performance profiles varied across students. The assumption underlying both analyses was that in most cases variability should be found in individual competency demonstrations within the profile of any single student, and that there should be variations in competency profiles across students. It was further assumed that if such variability were observed this could be taken as evidence of the sensitivity of the measures.

The results of these analyses were in the direction desired. While some students were found to vary relatively little in the competencies demonstrated, most students varied considerably. More importantly, they tended to vary in all possible ways. For example, some students were consistently high across performance measures, some consistently low, and some both high and low. Similar variability was found between students.

The second set of data that are ecnouraging of the system's potential deals with the extent of agreement on ratings of student performance between independent raters. A number of analyses of this kind were made, though obviously they were limited by the incompleteness of the data as reflected in Tables 5 and 6. Nevertheless, by the close of the first term of the program twenty two lesson plans and twelve lesson presentations were found that were sufficiently complete to permit interrater agreements to be calculated. On the basis of these calculations level of agreement was approximately 80% for the items rated in lesson plans and 75% for the items rated on lesson presentations. No interrater agreements were calculated for short term teaching.

The third set of data that are encouraging deals with rating patterns of evaluators. In these analyses evaluator ratings across students were the basis for comparison, and were analyzed independently of the students on which the ratings were made. Pattern analyses were run that compared a) college and school supervisors ratings, b) one college evaluator's ratings with the ratings of another, c) ratings provided by school supervisors in one school with those of another, and d) ratings provided by content specialists with those provided by both college and school supervisors. By and large these analyses showed that while there was some tendency on the part of all evaluators to skew the ratings toward the upper scale values, and some tendency for rating patterns to reflect the individuals doing the rating, for example, one college supervisor will tend to rate higher or with less variability than another, overall rating patterns tend to be roughly equivalent . This is especially the case as ratings being compared increase in their generality or larger numbers of ratings are compared.

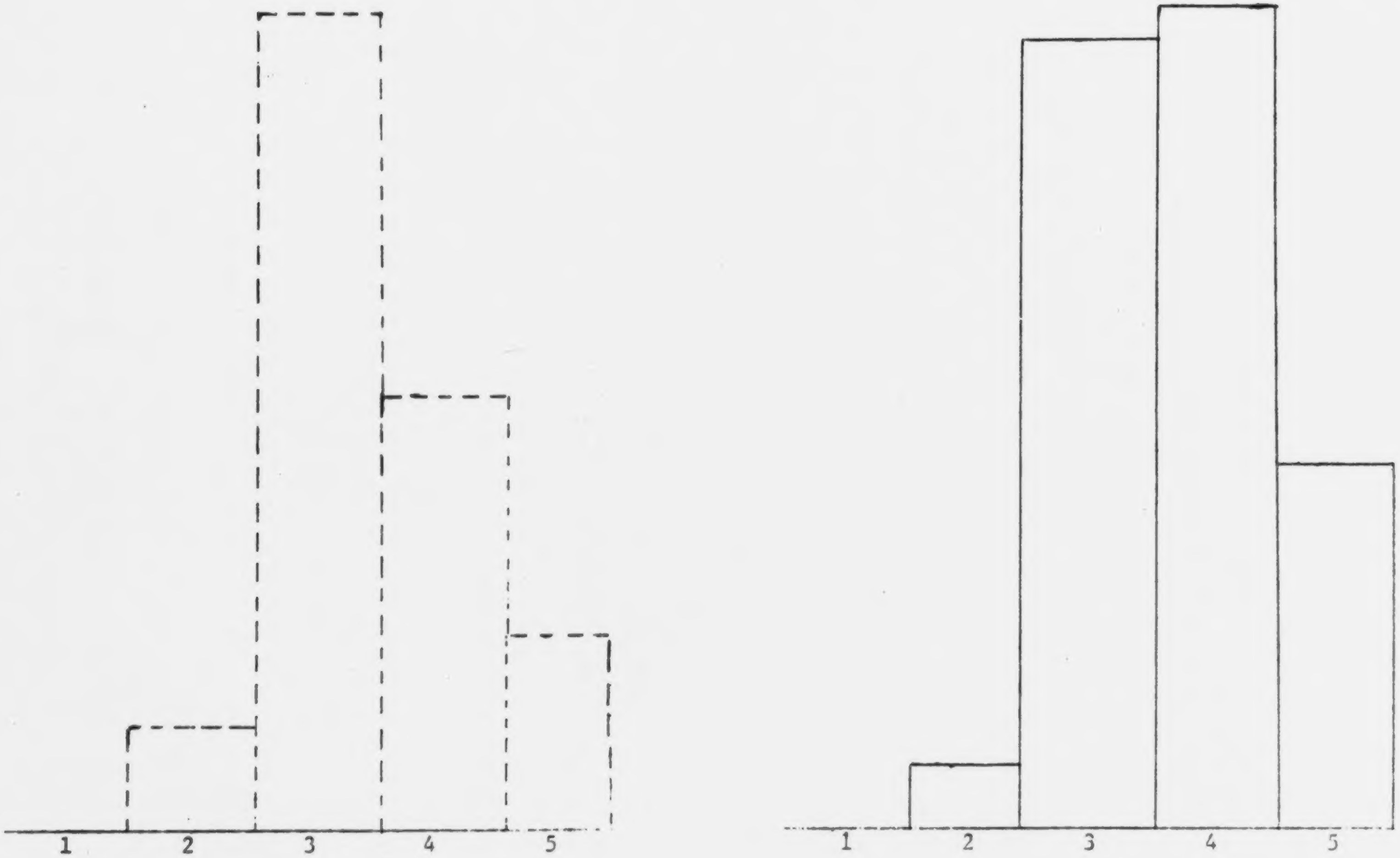
This last point is illustrated by the histograms presented as Figures 5 and 6. Figure 5 shows the rating patterns of two college supervisors for competence in classroom management in the context of lesson teaching. Figure 6 shows the rating patterns of all college supervisors and all school supervisors for the same measure. Even though one would expect greater similarity between the two college supervisors than between college and school supervisors, this was not the case. The greater similarity in rating patterns reflected in Figure 6 can best be accounted for by the effect of large numbers entering the picture.



College Supervisor 01
N = 15
MEAN 1 = 3.27
STANDARD ERROR OF MEAN 1 = .26
STANDARD DEVIATION OF 1 = 1.00

College Supervisor 02
N = 17
MEAN 1 = 3.35
STANDARD ERROR OF MEAN 1 = .23
STANDARD DEVIATION OF 1 = .97

Figure 5 The distribution of classroom management ratings on lesson presentation observed by college supervisors 01 and 02 (distributions have been normalized)



College Supervisors 01, 02
N = 32
MEAN 1 = 3.47
STANDARD ERROR OF MEAN 1 = .14
STANDARD DEVIATION OF 1 = .79

School Supervisors, All
N = 67
MEAN 1 = 3.73
STANDARD ERROR OF MEAN 1 = .10
STANDARD DEVIATION OF 1 = .78

Figure 6 The distribution of classroom management ratings on lesson presentations observed by all college and school supervisors (distributions have been normalized)

There tended to be less variability in rating patterns around plans on the part of all evaluators than around presentations.

As indicated throughout this discussion, the data on system performance are both encouraging and discouraging. On the encouraging side there is evidence that the measures provide reasonably sensitive discriminations in relation to pupil performance and that raters tend to provide reasonably similar ratings when observing the same students and reasonably similar patterns of ratings when observing across students. Add to this the feelings on the part of both college and school supervisors that the data that come from the system help them make better judgments about competence and provide better instructional help than has heretofore been possible, there is reason to be hopeful about the potential of the system. It should also be noted on the hopeful side that both college and school supervisors indicated strong support for the continued use and further development of the assessment system, and that its use is not impossibly expensive. (For a more complete review of the data and its analysis, the reader is referred to Appendix G: Documents Relating to Evaluation of the Assessment System).

All things considered, these are reasonably encouraging data. On the discouraging side, however, there is evidence that if the system is to function effectively, and if the measures are to be of a quality that permits a great deal of confidence to be placed in them, there is still much to be done. Major revisions within the system itself must be made and an effective procedure be devised to assure care in its application. It is to the proposed modifications in the system for the coming year that we now turn.

3. The Approach Taken to Measurement

Major refinements have been made in the approach to the measurement of teaching competency for the coming year, though the approach is still one that involves ratings. Seven major changes have been made in the rating system:

- all ratings are made in terms of a five point scale (during the first year teaching plans were rated on a three point scale while teaching performance was rated on a five point scale)
- ratings are provided only for competencies and competency clusters (ratings were required during the first year of the program for the items that elaborated a competency as well)
- all ratings are to be recorded by entering a numerical score in a box opposite the competency or competency cluster to be rated, rather than marking a position on a continuous scale (it is anticipated that this procedure will force more care or attention to be given each individual judgment and its recording)
- the rating scale positions are more carefully anchored in the attributes that define each scale position
- examples of the indicators that can be relied upon in arriving at a particular rating scale judgment have been provided on the rating form
- the rating forms have been revised so that they invite easier recording of the indicators used in arriving at a particular judgment
- all competency statements, and the items that are intended to define them, have been edited and field tested for their clarity and meaning.

In combination these changes are designed to make the rating process both more manageable and discriminating.

The revised forms as a whole have not as yet been field tested, but initial reactions to them by college and school supervisory staff have been most encouraging. (For a complete view of the "evolution" of the forms the reader is referred to Appendix H: Evolution of Cluster Forms.) A complete set of the Cluster Forms in use at this time are included in Appendix I: Cluster Forms in Use for 1973-74.

One further change has been made in the assessment forms that is of major consequence. This is their organization by the source of indicators relied upon in making judgments about the competencies being rated. Accordingly Planning and Preparation functions, and Achievement Display Functions, are judged in terms of products of a teacher's behavior; Performance of Assessment functions are judged on the basis of a teacher's behavior per se; and Performance of Instructional functions and the Enhancing of Interpersonal Relations are judged both on the basis of teacher behavior and pupil behavior. These distinctions will be noted in both the directions given to evaluators and in the sample indicators.

4. Data Management and Utilization

As yet (July, 1973) the specific data management and utilization procedures to be implemented during the second year of the program have not been established, though a set of quality assurance procedures have been agreed to and an extensive program of research on the quality of the measures coming from the assessment system is being prepared. Specific procedures for the distribution and collection of forms, for the utilization of the information contained on the forms for instructional purposes, and for the utilization of that information for decision purposes relative to movement from one demonstration context to the next, are still to be defined.

Taking steps to insure the quality of the measures obtained through the assessment system is particularly critical in the coming year because of expanded use. Fifteen college supervisors, up to three hundred students and school supervisors, and a dozen or so content specialists will be applying the system throughout a half dozen school districts. Well defined quality assurance procedures must be implemented if the data coming from the various users of the system are to be at all trustworthy.

Two strategies make up the quality assurance plan. First, it calls for a careful inservice education program to be provided on system usage. Second, it calls for systematic checks on the quality of ratings being made. These checks will be made midway through each term that the program is offered, and at the end of each term. Inservice programs will be designed on the basis of the information obtained through these checks, and data management procedures will be elaborated as needed. The research that is planned on the quality of the measures follows the same general lines as the research pursued in the first year of the program, though it will be extended in quality and scope. One addition will be the systematic study of indicator usage. The computer programs needed to carry out such research have been developed and tested so the results of these studies will be able to be acted upon as the program progresses.

5. Summary of the Evaluation of the Assessment System

To those who have managed to work their way through the paper it must be abundantly clear that the assessment system being developed at OCE is a long way from completion. The parts of the system that have been developed will obviously undergo further refinement and the more complex parts of the system are yet to be developed. Problems of behavior and product sampling within demonstration contexts, performance standards for more demanding demonstration contexts, and the development of measures of competence that are trustworthy are still to be confronted. As planned now, the completion of the total system in a form that will permit its use with known confidence is targeted for the close of the 1975-76 academic year.

While much remains to be done on the system, and major problems are yet to be resolved, a good deal of progress has been made. The basic outline of the system is complete; the basic constructs, dimensions and methodologies of the system have been defined and implemented; data management and utilization strategies, though primitive, have been established; quality assurance mechanisms have been developed and tested; and the system in its broad outline has been found to be both acceptable and useful to college faculties, school supervisors, and students. The system has also been found to be manageable in terms of cost, particularly when developmental costs are differentiated from system operations costs. While there is obviously much that remains to be done the rudiments of the system have at least been developed and tested. In the judgment of the authors this in itself represents a reasonable gain for the world of education.

The assessment effort at OCE needs to be viewed within still another context, however, and that is the context of research on education and teacher education. One of the great handicaps of research on the effectiveness of teachers has been the lack of strong measures of effectiveness. Without such measures, no matter how grand the design or elaborate the analysis, significant relationships are not lokely to be found. A weak dependent or criterion measure will defeat a strong research design and analysis everytime.

The work that has been initiated at OCE in the area of competency assessment represents a major step toward the resolution of the criterion problem in teacher effectiveness research. If all goes according to plan three years from now the work begun last year will be completed, and for the first time a measurement system may be available that will meet the demands of research that can make a difference. When that time comes there can be a hopefulness about educational research that has been missing for a long while.[2]

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[2] The body of the preceeding evaluation was taken by permission from Schalock, Kersh, Garrison, "From Commitment to Practice in Assessing the Outcomes of Teaching" (Mimeographed), 1973. pp. 5-8, 24-32, 37-41.

(For a summary of the tasks identified in the next three years and their accompanying time lines, the reader is referred to Appendix J: Tasks to be Completed in Relation to the ETE Program.)

6. Evaluation of the Research Orientation of the OCE-CBTE Program

Evaluation of the OCE-CBTE Program as a context for research indicated that the following five conditions were being met:

(1) The college faculty and the public school faculty who were responsible for the management and operation of the Program were inclined to experimentation. Research was viewed as an integral part of program operation.

(2) The Program itself was viewed as a m ajor source of data to make decisions for systematically designed program adaptations and changes.

(3) Data of a quality that could support research was collected as a normal part of program operation.

(4) The Program utilized sophisticated data management, storage, retrieval and display capabilities. These capabilities continue to be available.

(5) Level 2 and Level 3 consortia have been instituted as an advisory structure to insure that the research that is pursued within the Program is seen as having value to those responsible, as well as of value to the educational profession at large.

In addition the OCE-CBTE Program has several unique features as a research context. The first is the definition that has been adopted of teaching competency. In keeping with the definition proposed in the ComField model, and recently adopted by the Oregon Board of Education, teaching competency is defined as the ability to bring about the outcomes expected of a teacher holding a particular teaching position. The ability to bring about such outcomes must be demonstrated under real-life teaching conditions, i.e., in ongoing school contexts, and the demonstration must include bringing about desired learning outcomes in pupils. By insisting upon evidence of this kind three advantages accrue: a) an instructional program organized in terms of the outcomes expected of teaching rather than the knowledges and skills assumed to be needed in teaching; b) evidence of teaching competency prior to certification that is isomorphic with the functions teachers are to perform after certification; and c) the availability of a data base that permits systematic research on the relationship between teaching and learning--in both the context of the college and the context of the schools.

Other features of the program that make it a unique context in which to carry out educational research include the implementation of procedures for assuring the quality of competency demonstration measures; the adoption of publically stated performance standards for competency demonstration; the adoption of jury procedures for the assessment of performance in relation to standards; the establishment of a computerized data management system for the storage, retrieval and display of competency measures; the systematic collection of trait and background data on all students in the program; and the utilization of a nationally known nuclear physicist as a continuing consultant to the program in matters of measurement, data management and research design.

Finally, it is a program that is designed to support experimental research for it is organized in such a way that blocks of fifty students can be systematically treated as experimental or control groups as they move through the program. This arrangement is managed by three conditions. First, each block of fifty students is viewed as an "instructional unit" within the program. Second, all faculty in the elementary Division have accepted common definitions, measures and performance standards for teaching competency. Third, all faculty have agreed to systematically explore alternative instructional programs and procedures in helping students achieve competence as a teacher, but to carefully document the programs and procedures used. Approximately three hundred students are enrolled in the elementary teacher education program at the college each year so there is access to at least six instructional units for treatment as experimental or control groups each year.

One additional observation needs to be made about OCE as a context for educational research. For the most part the research that will be carried out at OCE, at least for the first few years of program operation, will center on teacher education. At face value this appears to be a relatively limited focus. Because of the definition of teaching competency adopted at OCE, however, it is not a limited focus for measures of teaching competency always deal with outcomes expected of teaching. This feature of the OCE context assures that the research that emerges from it will have as much interest and value to teachers and administrators of schools as it will to teachers and administrators of teacher education programs.

Four lines of research are to be pursued during the coming year: 1) studies aimed at insuring the quality of the competency measures collected as part of the ongoing program of operation; 2) studies aimed at refining and extending the methodology of competency measurement; 3) studies that search for predictors of teaching competency; and 4) studies on the effectiveness of the OCE teacher education program in developing teachers who are competent. Research presently is being undertaken in all four areas; all studies proposed for the coming year represent an extension of the research that is now being carried out; all studies proposed are deemed of critical importance to the operation of the program, as well as of general interest to the education profession at large; and it is the consensus of opinion on the part of the staff of the program that the collection of studies can be tolerated by the program. For a complete review of the research proposed at Oregon College of Education the reader is referred to Appendix K: An Outline of the Research Proposal to be Submitted to NIE.

7. Summary of Evaluation of the Goals Set for the Experimental Teacher Education Program, 1972 to Date.

The full implementation of the OCE-CBTE Program Specifications during the 1972-73 year enabled the Program to attain to a significant degree most all of the fourteen goals listed. Schedule changes, faculty teams, consortia operating at all levels, and the functioning of the assessment team contributed to this achievement.

Limited design, development and implementation of self-instructional materials and procedures was accomplished. Although there was some exchange of teaching and observing of college faculty inter-departmentally and with public school teachers, all participants expressed the view that much more needed to be done in this area.

As a result of the work done on Level 2: Lesson Teaching, and Level 3: Short Term Full Responsibility in Developing and Testing Assessment Instruments and Procedures, and as a result of the recommendations of classroom supervisors, students and college supervisors, work has progressed on the goal related to assessment of teaching competency before student teaching or an internship. One accomplishment is A Guide to Competency Demonstration and Assessment: Lesson Teaching (Appendix L).

As mentioned earlier, the "Classroom Supervisor In-Service Program is almost completed. (For more information on the accomplishment of Program Goals, the reader is referred to Appendix M: OCE Instructional Review '73: Competency-Based, Field-Oriented Trial Results Significant.)

In conclusion, there is a spirit of hopeful enthusiasm prevailing at Oregon College of Education about what has been accomplished and about what has been proposed. It has been worth the effort.

D. IMPACT OF THE OCE-CBTE PROGRAM

The Program was particularly responsive to the potential impact it could have within the College and in the contexts that surround the College. This was exemplified by communicating in written form and in meetings with the ongoing curriculum committees within the College. The same communication levels were maintained with the broader networks of relationships outside the College. Very close communications were maintained throughout the con ception, development, implimentation and evaluation with the Teachers Standards and Practices Commission (TSPC) of the Oregon Board of Education.

1. On the Elementary Education Program at O.C.E.

Two major impacts have been reported on the Elementary Education Program. The first is the adoption of the program for all Elementary Education Majors at the prestudent teaching (initial certification) level. This will involve approximately 250 students during the 1973-74 year. The second impact is in regard to the involvement of a significant portion of the Elementary Education faculty in designing, developing and implementing research proposals from a coordinated research effort. It is important to note that the portion of the faculty not directly involved in some aspect of research are supportive of the research and view it as an important source for program improvement in design and operation.

2. On the Secondary Education Program at O.C.E.

The Secondary Education Program has adopted several of the features of the OCE-CBTE Program. Several courses have been scheduled "back to back" to facilitate movement into a "Block" program during 1974-75. The courses include General Secondary Methods, History of Education, and Psychological Foundations of Education. Additional courses that are being proposed to be included are Secondary Teaching of Reading and Educational Media. The specifications of Personalization and Field-Centered are being implemented during the 1973-74 year. The Competency Assessment System is being attempted in a limited way. The Secondary Education faculty are committed to studying and to the possible implementation of the rest of the OCE-CBTE Program as it is appropriate to the contexts in which secondary instruction and learning take place.

3. On the Curriculum Offerings of O.C.E. as a Whole

The Liberal Arts Core Curriculum (L.A.C.C. - General Studies Component) has been adopted for application to all students attending O.C.E. Prior to this time, the L.A.C.C. only applied to Secondary and General Studies Students. The General Studies component for Elementary Education majors was very prescriptive. Several of the courses have now adopted "Competency" statements whereby students can demonstrate competency and waive certain course requirements and/or receive credit by examination. The competencies are generally knowledge referenced (Math, Physical Science) while some are perform ance referenced (Writing, Speech, P.E., Music).

Similar developments have accompanied the teaching specialties (Course related to what is to be taught to children) component.

4. Within the State of Oregon

Oregon College of Education was selected as the test site regarding the feasibility of the standards for educational personnel development contemplated by the Oregon Teacher Standards and Practices Commission. The CPX Program referred to above (and included in Appendix B) was attended by the representatives from the public and private teacher preparation institutions, public schools across the State, the Oregon Board of Education, and professional organizations. The results of the CPX indicated that the standards proposed were indeed feasible and influenced the establishment of the standards by the T.S.P.C.

The Oregon Teacher Standards and Practices Commission published in July, 1971 its plan for Educational Personnel Development. Oregon College of Education has worked in close cooperation with the Commission in developing the specifications for a Competency Based Teacher Education Program. These specifications were described in the T.S.P.C. publication of August 1, 1973, Process Standards for Educational Personnel Development Programs (see Appendix N). An interpretative paper was written by Dr. Del Schalock, who headed the assessment program for the OCE-CBTE Program, for the Process Standards that further clarified the paper and indicated its possible implications (see Appendix O). As a result of this close communication, the proposed Oregon College of Education Teacher Education Program that was based on the OCE-CBTE Program was submitted for approval to the TSPC and was the first program granted approval as exemplary of a CBTE Program. It was to serve as a guide for other institutions in the submission of their programs for approval.

5. On the Broader Professional Education Context

OCE is a participant in two additional "diffusion networks" that are designed expressly for this purpose. One is a region-wide network of institutions and agencies drawn together for the same purpose. A second is the nation-wide network of model elementary teacher education programs that was founded under the auspices of the U.S. Office of Education in 1968 and that continues to be supported by OE for conceptual, advisory and developmental purposes. OCE enjoys a leadership role in both networks and it can be assured that whatever research and development occurs at OCE will be tracked closely by member institutions. There can be no assurance of adoption or utilization, of course, but the potential for diffusion is an additional impact that the OCE-CBTE Program may have on teacher education programs in a broader context.

By being an active participant in the broader context of teacher education program development, we hope to benefit from the experience of others. We hope that our Program may also contribute to the design and development of more effective and more relevant teacher education programs of the future.

Part III: 1974 DAA PROGRAM: INFORMATION ABSTRACT

Name of Program Submitted: A Case Study: From Commitment to Practice: OCE-CBTE Program, 1973

Institution: Oregon College of Education

President: Dr. Leonard W. Rice

Campus Public Information Officer: Charles D. Grell

Faculty Member Responsible for Program: Dr. Bert Y. Kersh

Title of The Faculty Member: Professor of Education, Dean of Faculty

Signature: Bert Y Kersh

Title: Dean of Faculty Date: November 20, 1973

The Competency Based Teacher Education Program at Oregon College of Education focused on the design, development, implementation, and evaluation of six interrelated specifications of the Comfield Model Teacher Education Project. The first specification of Competency Based was implemented by defining competency, identifying the competencies to be included in the program, clustering the competencies in decision "families". A systematically designed assessment system was developed and applied to student competency demonstrations in two demonstration contexts: Single Lesson Teaching (3 each) and Short Term Full Responsibility Teaching (2 to 5 days). Demonstration of Equivalent Competency for Initial Certification (student teaching or internship) was successfully attempted. The Self-Realization aspect and the Individualized Programming for students indicated by the Personalization specification was successfully implemented. Three levels of Consortia operated within the program. At one level of consortia Field Centered operations were conducted and evaluated. It was in the context of the field centers that the students' competency was demonstrated and assessed. The criteria, indicators of success standards, and procedures were made public to all concerned. The OCE-CBTE sponsored programmatic research that led to the specification of a framework of research within which future research projects were identified. The impact of the OCE-CBTE program was felt within the college through curriculum development, and outside the college as an exemplary model for other teacher education programs to observe, adapt, modify and utilize in their own program development.

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A: COMFIELD

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APPENDIX A: INFORMATION ABOUT COMFIELD

The material enclosed represents a description of a model for elementary teacher education programs. At the time of publication, the model was not operational. It was a "generic" model that established broad guidelines for program design, development, implementation, and evaluation.

information about

COMFIELD

A Competency Based, Field Centered, Personalized and Systematic Model for Elementary Teacher Education

Monmouth, Oregon 1970

SOME INFORMATION ABOUT COMFIELD

A Competency Based, Field-Centered, Personalized and Systematic Model for Elementary Teacher Education

Prepared and Edited by

H. Del Schalock
Bert Y. Kersh
Larry L. Horyna

Oregon College of Education

February, 1970

Prepared pursuant to a contract with the United States
Department of Health, Education and Welfare,
Office of Education, Bureau of Research.
Contract No. OEC-0-9-470506-4039(010).

PREFACE

Since 1967, educational agencies and institutions in the Pacific Northwest have been engaged in a cooperative effort geared toward the development of a unique, new approach to elementary teacher education. This approach is known as the ComField Elementary Teacher Education Model or more simply, ComField, a contraction for competency based and field centered. From its inception through its current stage of development, ComField has reflected a commitment to the belief that a teacher education program should be 1) competency based; 2) field centered; 3) personalized; 4) systematically designed and operated. This commitment has led to the design of a program model which ultimately could have many implications for change within existing teacher education programs and this paper alludes to some of these implications. However, before moving to a description of the model and a review of its developmental history two basic points should be clearly understood.

1. "The ComField model" or "the model" referred to in this publication is not an operational model at this point in time. Rather "the model" is a conceptual framework consisting of a set of ideas which have yet to be tried in actual practice although individually they have had some validity checks. Consequently, "the model" is not at all firm, fixed, or field tested at this juncture.

2. ComField is a generic model; it does not specify what the exact nature of any given teacher education program should be. While it does establish broad program guidelines, it also provides latitude for individual institutions to give the program operational definition within their particular setting. In this sense ComField is only broadly prescriptive and the work of program planning and operation is left to those who will be most directly involved in it within any specific college or university that prepares teachers for elementary schools.

Several years of work remain to be done before a ComField based program can be fully implemented in any college or university. Therefore, the purpose of this paper is simply to provide a basis for understanding the model and perhaps highlight some of the complex issues which must be resolved before ComField can become operational.

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A HISTORICAL REVIEW

Overview and Rationale

In the fall of 1967 the U.S. Office of Education initiated a three-phased project designed to provide outstanding or model programs for the professional education of elementary teachers. The first phase of the project was to develop general program models, the second to test their feasibility, and the third, depending upon the results of the feasibility study, to implement two to four model based programs. These would serve as demonstration programs for elementary teacher education across the nation. The rationale underlying the models program was stated as follows:

> Because of the key role that teachers play in facilitating learning, particularly with young children, he/she must have the most up to date theoretical and substantive knowledge and professional skills to perform successfully. To date, research and development activities have generated new knowledge, materials, and methodologies with great potential for improving the effectiveness and efficiency of the teaching-learning process. If funds are made available, institutions should be able at this time to completely restructure their teacher education programs to include the best of what is now known and available (from page 1 of the request for Phase I proposals).

Thus, the development of new models for the preparation of elementary teachers was not construed as a frontal attack on existing teacher education programs. Rather, the development of the new models was based on the changing conditions in America's schools and the need for teacher preparation which acknowledges these changes. Therefore, the total models program is perhaps but a further step in a long evolutionary process. More specifically, the changing conditions which prompted the models program are viewed as being:

1. The movement toward an individualized approach in education;
2. The movement toward an emphasis on learning how to think and how to learn, as well as an emphasis on the noncognitive aspects of life;
3. The movement toward the utilization of technology for educational purposes;
4. The movement toward a positive attitude about individual differences;
5. The movement toward the concept that schools must be intimately

related and responsive to the communities they serve;

6. The movement toward an educational system which recognizes and nurtures a wide variety of talents and fields;

7. The movement toward a multi-cultural, global perspective of the world and education; and

8. The movement toward an educational system which emphasizes performance.

Phase I of the project, to be completed by October 31, 1968, was to produce general conceptual models or blueprints for exemplary teacher education programs. In the request for proposals to develop such models the task was defined as preparing "...educational specifications for a comprehensive undergraduate and in-service education program for elementary teachers." In the context of the request elementary education included preschool, primary and intermediate grades. However, there were two constraints under which the developers of the models were to operate:

1) a "systems analysis" approach was to be used in their development, and

2) the models were to be prepared "...in sufficient detail to enable ready development into operating programs and full implementation by other institutions that train teachers."

The U.S.O.E.'s request resulted in the submission of some 80 design proposals from colleges, universities, and educational research and development agencies throughout the nation. Nine of these proposals were eventually funded to support Phase I development. The proposals which received funding support were those submitted by Florida State University, Michigan State University, Syracuse University, Toledo University, the University of Georgia, the University of Massachusetts, the University of Pittsburgh, Teaching College, Columbia University, and the Northwest Regional Educational Laboratory in behalf of a consortium of institutions and agencies within the Northwest region of the United States.

The Origin and Early Development of the ComField Model

In reaction to the USOE request for proposals to develop a model program, representatives of educational institutions and agencies in the Pacific Northwest were assembled by the Northwest Regional Educational Laboratory to discuss the feasibility of responding to the request jointly. After considerable discussion it was agreed that a proposal should be prepared by and submitted in the name of a consortium of institutions and agencies in the Northwest, and that representatives from these institutions and agencies should collectively develop specifications for the model program. The Consortium consisted of representatives from 26 colleges and universities in the Pacific Northwest; 5 state departments of education (Oregon, Idaho, Montana, Washington, Alaska); Teaching Research, a Division of the Oregon State System of Higher Education; and the Northwest Regional Educational Laboratory. The rationale underlying the decision to move as a consortium was twofold: a) the recognition that the development of a teacher education program of the kind anticipated was a task of sufficient magnitude and complexity as to require resources beyond those available to any one institution, and b) the experience of several members of the Consortium in experimenting with the kind of program that was generally desired.

The defining characteristics of the program desired by members of the Consortium were:

1) that the demonstration of competence in the performance of specified teaching tasks be the basis for certification;

2) that colleges and public schools be full partners in the development and execution of the program;

3) that the program be individually adaptable or "personalized" to those going through it, and

4) that it be continuously open to modification of the basis of cost/effectiveness and cost/benefits data.

Five products emerged from the work of the Consortium: a) a conceptual framework for the model, b) general model specifications, c) specifications for the application of the model to specific teacher education programs, d) statements of rationale in support of both sets of specifications, and e) examples of how various elements within an operational teacher education program might look if they were designed according to the specifications. By and large, these products differed from those that derived from the work of the other model builders, for with one or two exceptions the "models" that others produced were in fact designs for operational programs. By contrast, and in keeping with the literal interpretation of the term model, the planners of ComField interpreted their charge as one of developing specifications for a general purpose model that could be used as a guide in the devleopment of a wide range of operational teacher education programs.

Testing the Feasibility of the ComField Model

Following a review and evaluation of the nine reports submitted in Phase I, the Bureau of Research requested proposals to translate the general models into prototype operational programs complete with cost estimates for their development and implementation over a five year period. The Phase II effort was to be, in effect, a feasibility study for the development, implementation and operation of a teacher preparation program based on the specifications designed by one or more of the groups engaged in Phase I. At this juncture, it was specified that proposals would be accepted only from teacher education institutions that graduated more than 100 elementary teachers per year, a stipulation which ruled out the possibility of a second proposal by the Northwest Consortium. This situation forced a decision as to which Oregon institution would enter the competition for Phase II developmental funds. Representatives of each institution within the Oregon State System of Higher Education considered this dilemma and resolved that Oregon College of Education would represent a consortium of Oregon institutions in the competition. With this approval, Oregon College of Education, in cooperation with the Teaching Research Division of the Oregon State System of Higher Education, submitted a proposal and was subsequently funded to engage in the Phase II development of ComField. This placed Oregon College of Education in the exclusive company of seven major universities in the development of model programs, as illustrated in Figure 1.

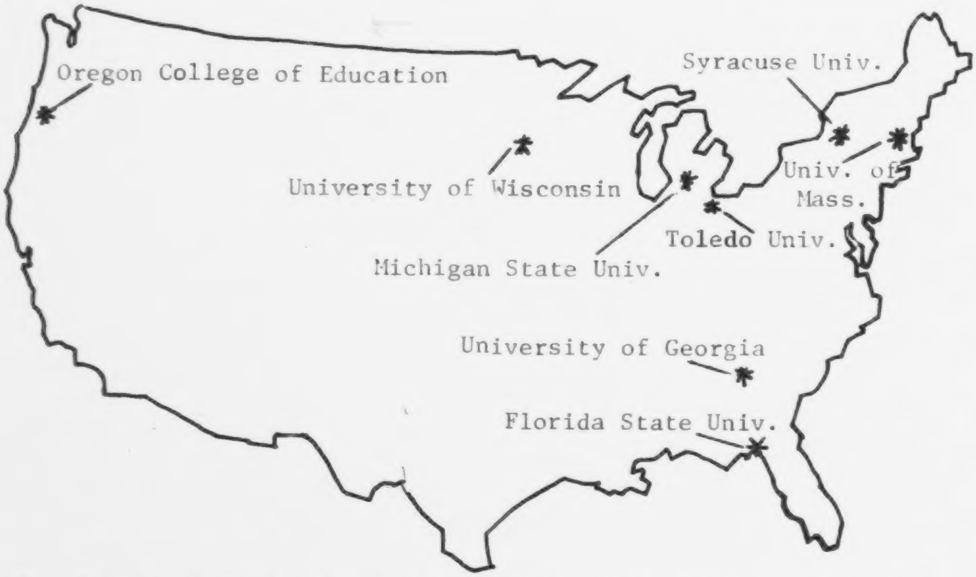

Figure 1. Institutions involved in the Phase II development of the new models for elementary teacher education

The Phase II development of ComField was initiated at Oregon College of Education in May of 1969 and progressed rapidly through the combined efforts of O.C.E. faculty members and administrative staff, Teaching Research staff, representatives of other Oregon institutions and agencies, students, public school personnel and other related groups. This work was completed and reported to the U.S. Office of Education in February 1970. This report included:

1) Projections for pre-school and elementary education in the United States generally and Oregon specifically through the 1970's;

2) Specifications for managing the development, implementation

and operation of a ComField based elementary teacher education program at Oregon College of Education over a five year period;

3) A determination of the appropriateness of the development, implementation and operation of the O.C.E. ComField program for other institutions preparing preschool and elementary teachers in the State of Oregon;

4) Cost estimates for the development, implementation and operation of the model based program at Oregon College of Education;

5) Preliminary plans for managing the development, implementation and operation of the model program on an integrated, state-wide basis.

The foregoing represents a rather superficial overview of the vast amounts of time, energy, and expertise which have been focused on the development of ComField over the past two years. While this investment has been extremely productive from the standpoint of conceptualization, one major hurdle has yet to be overcome: the final design, development, field testing, and actual implementation of a ComField based teacher education program at Oregon College of Education.

Prospects for Implementation

In early 1970, the U.S. Office of Education intends to evaluate each of the remaining eight model programs to determine their feasibility for implementation. Three or possibly four of the proposed models will then be selected for implementation in Phase III. The selection of models for Phase III will include a substantial commitment of federal funds to be used over an extended period of time (4-6 years) for the further refinement and eventual implementation of the models selected. This final phase will attempt to bring together, through a few demonstrations, the best elements of educational thinking, resources and techniques to bring about a distinct improvement in elementary teacher education. Hopefully, ComField will receive this Phase III support for it would hasten its further development and implementation at Oregon College of Education and throughout the state.

BASIC TENETS OF THE COMFIELD MODEL

While the requirements of the U.S. Office of Education have provided a general framework for the design and development of all of the model programs each model has its own distinct characteristics and emphases. Four relatively straightforward tenets have provided the framework for the design and development of ComField from its inception. In operant terms these tenets state that:

1) Prospective teachers should be able to demonstrate, prior to certification, that they can perform the functions for which they will be held responsible subsequent to certification;

2) An educational program should be personally appropriate to those going through it;

3) Educational institutions and agencies should join in full partnership with the public schools in the professional education of teachers;

4) The component parts as well as the total program should be systematically designed to a) bring about specific, assessable outcomes; b) provide continuous evidence as to the efficiency and effectiveness with which those outcomes are achieved; c) be adaptable on the basis of that evidence.

These tenets lend support to the more common descriptors of ComField as being competency or performance based, personalized, field-centered, systematically designed and operated. While these descriptors are quite general in nature, they do assume some very specific meanings within the framework of ComField and will therefore be discussed in greater detail.

The OCE Definition of a Competency Based Program

ComField focuses upon the development of competence with competence being defined in terms of "the ability of prospective teachers to perform those tasks for which they will be held responsible as teachers." Therefore, the curriculum needed to develop these competencies is perhaps best defined by statements of the performance capabilities of students. These performances should be derived from the best possible forecasts of the real life requirements to be imposed on students when they leave the college environment and assume responsibility for the lives of children. Although these competencies remain to be specified in a later stage of ComField's development, a first approximation calls for the determination of 14-16 general competencies which will be required of all prospective elementary teachers. Therefore, the competencies will not be exhaustive in terms of the discrete behaviors of teachers.

The procedures by which these competencies will be identified, demonstrated, and assessed need a great deal of refinement. However, the competencies can be defined in two broad categories: 1) Instructional Competencies and, 2) Instructional support competencies. Instructional competencies center around one's ability to bring about specific learning results in children. Examples in this category might include the development of group problem solving skills, the development of the ability to communicate in written form, or the development of sensitivity to the feelings of others. Instructional support competencies include all those tasks which a teacher must be able to perform in a school setting. This category might be exemplified be such tasks as the development of broad curriculum plans, development of instructional materials, the preparation and administration of tests, the interpretation of school policy, or the interpretation of student performance to parents. Thus, instruction will become a matter of selecting, being committed to, and achieving a number of assessable competencies rather than enduring time-bound and predesigned learning experiences which may or may not result in overt behavior changes.

While the parameters of such a competency based program have not yet been fully defined, various characteristics have begun to emerge. A program based on measurable competence would likely:

1) Allow prospective teachers to challenge and bypass those learning experiences in which they can demonstrate an acceptable level of mastery.

2) Require prospective teachers to demonstrate their competence in a variety of settings.

3) Allow prospective teachers to recycle to gain additional competence at any point in their professional preparation.

4) Allow prospective teachers to perform in a simulated or controlled environment before assuming major classroom responsibilities.

5) Emphasize the measurement of achievement by competency level (i.e., ability to apply learnings in real-life situations) rather than duration of college attendance or amount of general knowledge.

A major consequence of such a competency based program is that the assessment of competence needs to be focused upon the products that derive from a teacher's behavior rather than upon the behavior per se. When assessing instructional competence this means that the performance of pupils needs to be assessed rather than how well a teacher asks questions, or lectures, etc. When assessing the performance of noninstructional competencies, it means that the products that derive from curriculum or materials development efforts need to be assessed rather than the behavior of the teachers in developing such products. While this focus does not deny the significance of what a teacher does, it does require that teacher behavior be viewed as a means to an end and not an end in itself.

The OCE Definition of a Field-Centered Program

When it is specified that a teacher education program shall be competency based and that competencies shall be demonstrated in both simulated and real-life educational settings, several questions are immediately raised. Who, for example, is to establish the criteria by which to judge whether competency is achieved and where are such competencies to be demonstrated? Put in other terms, who is to determine the pupil outcomes for which teachers are responsible? Who is to determine the criteria for judging whether or not a prospective teacher has achieved those outcomes? What educational settings are to be used as a basis for experience? Other questions also arise: How, for example, is one to know whether the competencies that have been identified are in fact the ones most critically needed by teachers in a given setting at a given point in time? Who is to determine when a prospective teacher is ready to proceed within the program and how will this determination be made? Who is to determine when a teacher is ready to leave the program and enter the profession as a fully certified teacher? It is questions like these that gave rise to the concept that a ComField was to be field-centered.

The field-centered feature of ComField refers to the active involvement of other educational agencies in decision making relative to the teacher education process. Within ComField this multi-lateral decision making process involves a coalition between a college, the prospective teachers in that college, a set of local school districts, the citizens who comprise these districts, the State Department of Education, and the various professional education associations. Because of the nature of ComField, two additional members will be involved in this coalition: an educational research and development organization (Teaching Research) and a representative of the educational materials production industry (Litton Educational Publishing, Inc.). It is anticipated that all members of such a coalition will be involved in appropriate ways in specifying program objectives, determining minimum competencies to be demonstrated, developing the curriculum and materials that permit the program to function, being involved in decisions regarding certificaiton, etc. The development of a mechanism which will allow this element of ComField to function is a priority concern of those who are developing the model. The model itself does not dictate specifically how a coalition is to operate, that is a matter that is to be resolved by the membership of each coalition.

By adopting the ComField definition of a competency based, field centered program the OCE Coalition has assumed a posture that has far reaching implications for the structure and organization of both the college and its participating schools. Operationally, mechanisms will have to be established which permit equal participation in:

1) establishing the competencies that are to be demonstrated under laboratory conditions;

2) establishing the behaviors or products of behavior that are acceptable as evidence of those competencies;

3) confirming the demonstration of competence under laboratory conditions;

4) establishing the competencies to be demonstrated under live classroom conditions;

5) establishing the behaviors or products of behavior that are acceptable as evidence of those competencies;

6) confirming the demonstration of competence under field conditions; and

7) the development and implementation of policy relating to the teacher education program.

While this represents a vast change from what now exists, perhaps the greatest change lies in the overall relationship of the public schools to the teacher education process. In contrast to being relatively passive hosts to student teachers, the schools will become actively involved at all levels of decision making relative to the program, and they will have to assume major responsibility for instruction and assessment within the program. Both require the performance of functions that do not now exist, and the creation of staffs who have a set of competencies that they currently do not possess. The assumption of responsibility for such functions will require major change in the operation of schools, a redistribution or reallocation of resources, and a major involvement in the preparation of resident teachers to perform such functions.

The OCE Definition of a Personalized Program

In the broadest sense, the concept of personalization focuses on all that happens to students within ComField. The personalization element is concerned with the question of students being clear about where they are going and how they are going to get there. It is also concerned with how students make sense or find relevance in an educational program in light of their individual characteristics and commitments. In short, the effort to personalize within the context of a ComField based program is concerned with the always present tension between the individual and "the system"; between the past and the future; between what is and what ought to be. In this light, ComField is an overt attempt to make instruction as relevant as possible to the needs and interests of students while striving to accommodate individual differences in learning rates, objectives, etc.

How does the ComField model attempt to deal with such issues? Generally speaking, it does so by designing the program in such a way that there are a wide range of options available to those going through it and by providing the means to ensure that the options chosen meet the needs of the individual student. Again the parameters of ComField's personalization element have not been fully identified but a number of characteristics have become fairly obvious. A composite view of these characteristics point out that a personalized program would provide:

1 within limits, the opportunity for students to negotiate the competencies that they will need to be able to demonstrate upon leaving the program;

2 the opportunity for students to negotiate the settings within which competence is to be demonstrated and to negotiate the criteria by which judgment about competence is to be made in those settings;

3 an opportunity for students to select from multiple learning experiences those that are most appropriate in terms of commitments, interests, background, learning style, etc.;

4 an opportunity for students to assess continuously that which they have committed themselves to do in terms of its meaning, its appropriateness to an emerging life style, and its appropriateness to an emerging teaching style;

5 an opportunity for students to gain an understanding of self as a basis against which to make judgments concerning their own future;

6 an opportunity for students to gain an understanding of the education profession as a basis against which to make sound judgments.

Three mechanisms have been designed to facilitate the personalization element of ComField. These mechanisms are sponsorship, negotiation and clinical supervision.

As used in the ComField model sponsorship refers to a continuing relationship between a college staff member and a student throughout the student's stay in the program. Sponsors and students are to be matched as closely as possible on the basis of interests and personality characteristics and are expected to come to know one another well. The aim of the sponsor-student relationship is to permit both student and sponsor to see one another as individuals - with needs and pressures and limited abilities - so that reasonable and meaningful negotiations can occur between the two. It is anticipated that sponsors will have a limited number of students (15-20) so that such a relationship can become a reality.

The clinical supervisor is a school based person who assumes primary responsibility for the instruction, assessment and general welfare of the student while he is in the school setting. In this capacity the supervisor works closely with the sponsor and assumes many of the sponsor's functions. It is anticipated that a clinical supervisor will carry responsibility for 15 to 20 "clinical" students (students enrolled in the clinical studies phase of the program or 5 or more "interns").

Another process designed to ensure personalization is negotiation, and within the context of the ComField model, negotiation is to be literally translated. This means that those who come to a negotiation do so with a position to be negotiated. Most negotiation within a ComField based program occurs between a student and his sponsor, with that to be negotiated including the total program as well as each component part of that program.

The sponsor-student relationship begins as soon as the student declares an interest in the teacher education program. Student orientation to the program is the responsibility of the sponsor as is, the negotiation of competencies to be demonstrated, the short and long term work contracts relative to competencies, the exploration of feelings relative to that which occurs in carrying out contracts, and the management of the various learning experiences within the program.

The rationale underlying the sponsorship and negotiation strategy is straightforward. Responsibility for program and professional standards must be ensured, but not at the price of denying the individuality of students in the program. One way of accommodating both is to provide a mechanism which lets genuine negotiation occur between individuals representing both sets of concerns.

Whenever genuine and fruitful negotiation cannot occur, sponsorship can be changed. The request for change may come from either the student or the sponsor.

As in any negotiating procedure provision must be made for arbitration when successful negotiations cannot be reached. In the case of the ComField model this is provided for by an arbitration board that consists of a student, a college faculty member and a staff member from the public schools. Given a functional student-sponsor relationship and a set of ground rules that say that both student and sponsor understand that the outcome of any given negotiation is to be one that is acceptable to both parties, it is anticipated that the need for arbitration will be slight.

The OCE Definition of a Systematically Designed and Operated Program

In line with the requirements of the ComField model each of the functional parts within the proposed program, as well as the program as a whole, has three characteristics:

1) it is designed to bring about a specified and measurable outcome;

2) it is designed so that evidence as to the effectiveness with which it brings about its intended outcome is continuously available; and

3) it is designed to be adaptive or corrective in light of that evidence.

This is the case whether the part in question is an instructional experience, the procedures developed to personalize instructional experiences, the instructional program as a whole, or any of the mechanisms needed to implement the program. As such, the program represents a process or way of proceeding. In short, it is a process that requires the coalition to a) know what it is that it wants to accomplish, b) order events in such a way that there is some probability of accomplishing it, c) assess whether these events do in fact accomplish that which they are intended to accomplish, and d) if they do not, modify them until they do.

Commitment to such a process has far reaching implications. On the one hand, it has defined the way in which the ComField model has been devleoped, and the way in which the program proposed by the OCE Coalition has been derived from the model. It also defines the way in which any other group of institutions that wish to form a coalition and implement a ComField based teacher education program will have to function, or the way in which each component within such a program is to be given definition or made operational, or the process by which a student going through the program is to identify and develop the competencies that he desires to take from the program. On the other hand, it defines the process by which the program as a whole must function. When translated into the instructional program this commitment will obviously require a major reallocation of resources and the addition of a large number of faculty having new sets of competencies.

While the incorporation of systems design procedures permits a ComField based program to realize its objectives with a known degree of reliability, continuously adapt to needed change, etc., its greatest power probably lies in its generalizability to the behavior patterns of prospective teachers. As students move through such a program they not only are made aware of the process by being continuously subjected to it in their own learning, *but they are also required to reflect the process in their preliminary teaching*. In order to move through the program they have to establish desired pupil outcomes, order events to bring them about, assess progress to see if desired outcomes are being reached, and, if they are not, modify events until they are. A major assumption within the model is that the continuous demonstration of this pattern of behavior by prospective teachers, coupled with their continuous exposure to it in their own educational experience, will lead to the ultimate goal of any teacher education program, namely, the development of generally adaptive, functionally competent, self-directed career teachers.

THE STRUCTURE OF THE PROGRAM

The program involves three relatively distinct phases of work: the *General Studies phase*, the *Clinical Studies phase*, and the *Intern phase*. Operationally, the General Studies phase is defined as that aspect of the program that does not involve responsibility for the learning of children; the Clinical Studies phase as that aspect of the program that invloves responsibility for the learning of children under simplified (laboratory or simulated) conditions; and the Intern phase as that aspect of the program that involves supervised responsibility for the learning of children in fully operational, real-life educational settings. As such, the General Studies phase of the program corresponds most closely to that which has been labeled traditionally as the "personally enriching" or "liberalizing" or "general education" dimension of teacher education and the Clinical Studies phase corresponds most closely to that which has been traditionally labeled the "professional development" or "laboratory" dimension.

The Intern phase has no parallel in traditionally designed teacher education programs, and it in no way resembles the "intern" programs currently in vogue. As used in the program proposed by the OCE Coalition a prospective teacher enters the Intern phase only after he has demonstrated a specified set of competencies under laboratory conditions, and his task within the Intern phase is to demonstrate the same or a higher order set of competencies under real-life conditions. As an Intern a prospective teacher is to assume supervised responsibility for the full range of functions for which he will be responsible as a teacher, and he will be held accountable for the systematic demonstration of competence in the performance of those functions.

Two levels of certification are included in the pre-service program: INITIAL and CONTINUING.[1] These correspond, respectively, to the completion of the Clinical Studies and the Intern phases of the program. As used in the proposed program INITIAL certification designates a level of competency which permits the assumption of supervised responsibility for the learning of children (a teaching Intern), and CONTINUING certification designates a level of competency which permits the assumption of full responsibility for the learning of children. Certification criteria and processes are described in greater detail in Part III of the report.

As currently planned, no firm time lines are attached to program phases but in general, for students declaring an interest in teacher education upon entry as a Freshman, the General Studies phase will last for a year or two, the Clinical Studies phase a year or two and the Intern phase a year or two. Some students may extend or shorten these estimates, and students transferring from other colleges or students declaring an interest in teacher education after a year or more at OCE will undoubtedly move through the program on some other time schedule. On the average, however, most students will likely spend three to four years completing requirements for INITIAL certification and one to two years completing requirements for CONTINUING certification.

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[1] A third level of certification, that of CONSULTANT, is also used in the program but it is reserved for persons in the field who have demonstrated the competencies needed to perform as Clinical Supervisors. As such, this is a level of certification that occurs outside of the pre-service program and is not dealt with in the present context. It is planned, however, that certification at the CONSULTANT level will be as stringent and systematic a process as it is at the pre-service level.

A schematic representation of program structure, the probable number of years required to move through the program, and the certification levels within it is presented in Figure 2. The broken lines in the figure represent relatively flexible entry-exit requirements; solid lines represent relatively inflexible entry-exit requirements.

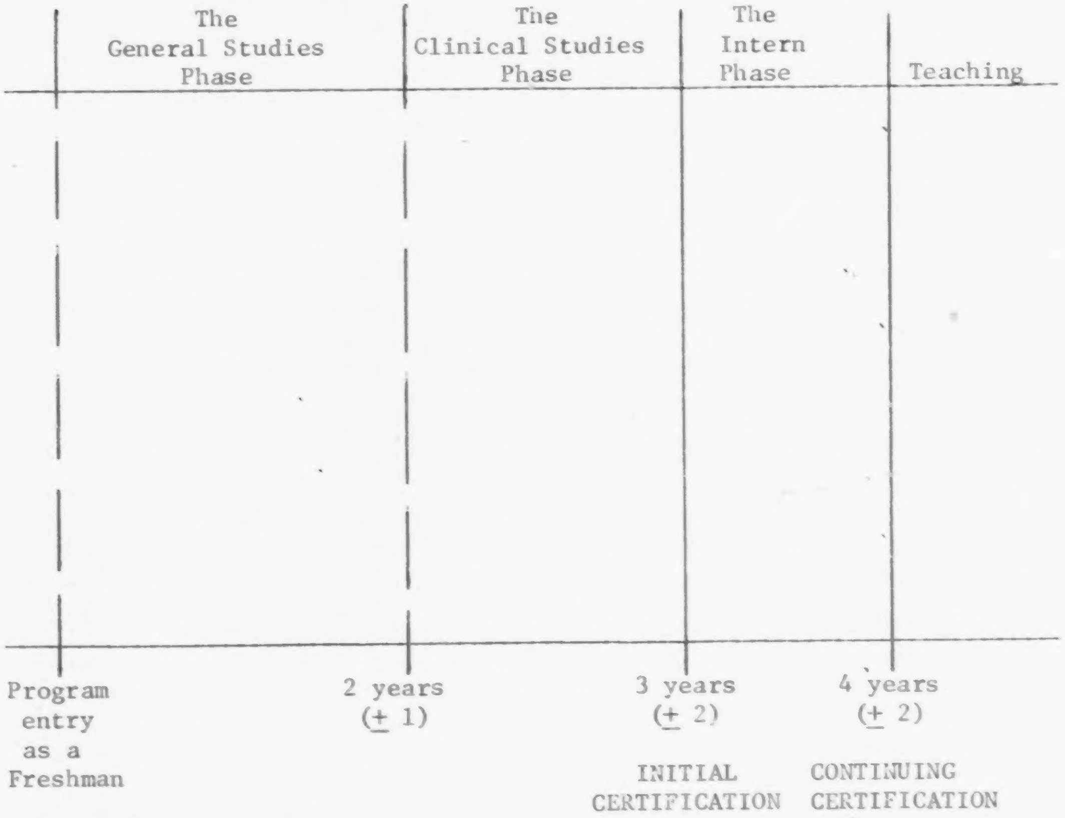
The General Studies Phase
The Clinical Studies Phase
The Intern Phase
Teaching
Program entry as a Freshman
2 years (± 1)
3 years (± 2)
4 years (± 2)
INITIAL CERTIFICATION
CONTINUING CERTIFICATION

Figure 2. A schematic representation of the structure of the preservice elementary teacher education program proposed at OCE.

THE CONTENT OF THE PROGRAM

From the point of view of the OCE Coalition two straw men exist today in programs that are designated to prepare elementary teachers. The first is the notion that one set of learning experiences have to do with "personally enriching" or "liberally" or "generally" educating a student. The other is the notion that another set of learning experiences "prepare professionals", or "train for a life of service". When such a view exists within a college environment at best defensiveness, mistrust, and lack of productive interchange occurs. At worst it leads to segments of a college faculty jealously guarding its domain against encroachment by others or to degrade the efforts and products of others as unreal or unimportant. For the OCE Coalition these are straw men that must be put to the torch.

As a basis for understanding the position that the OCE Coalition takes with respect to the relationship of "professional" and "liberal" education, responses of a student to two different learning experiences are cited. The first response occurs in reaction to a class in geology.

> "He (the instructor) really knows a lot about geology." "Now that I know about rock formations I want to go on and learn some more." "When I travel through different types of country I will now be able to appreciate it because..." "He has everything so well organized that it's easy to learn about minerals." "I like the way he makes each class different because he has us do..." "I hope that I can teach as well as he does when I become a teacher."

The second response occurs in relation to a reading methods class.

> "I never realized that I read all those different ways." "Now I know why I read slower in this kind of material." "When I get my own class I will begin to teach reading..." "To encourage wide, recreational reading I am going to..."

Five points can be made about the student's response to these two experiences which reflect the position taken by the OCE Coalition in relation to the place of "liberal" and "professional" education in the lives of students preparing to teach.

1. Each learning experience always contributes to personal enrichment and professional development.

2. The emphasis placed on the element of personal enrichment or on professional development is often viewed by a student in one way and by an instructor in another.

3. In each learning experience there is always an element of cognition and reference to a cognitive standard, an element of affectivity and referenced to an affective standard, and an element of evaluation and reference to an evaluative standard. These three elements are always integrated by the student and reflected against the cognitive, affective and evaluative standards which he already holds.

4. A student responds to a learning experience as a complete person rather than as a composite of categories characterized

2

by such labels as cognitive, affective and evaluative. Such categories are useful for analytic-descriptive purposes but they have little basis in reality beyond that.

5. The reality of any learning experience is intrinsic with the student, not the subject matter or the instructional strategies that carry it.

As a consequence of this point of view the OCE Coalition treats all learning experiences as both personally and professionally enriching.

Having adopted such a view it needs to be pointed out that within the program there is still a differentiation of curriculum as it pertains to the preparation of students who are generally knowledgeable and professionally competent. While the differentiation is not as severe as it is in many programs there are learning experiences especially designed to bring about the general education objectives of the college and learning experiences especially designed to bring about professional objectives. Whatever their focus or intended function, however, all learning experiences within the program are to be designed ultimately in accordance with the requirements of a competency based, field centered, personalized and systematically designed and operated model of instruction. As such the content of the OCE elementary teacher education program can be illustrated as in Figure 3.[2]

Within this broad framework four "dimensions of experience" or "curriculum threads" interface and interact, providing in combination the planned learning experiences encountered in the pre-service program. These include a FOUNDATIONS thread, a SELF-CONFRONTATION thread, a PROFESSIONAL ORIENTATION thread, and a PROFESSIONAL INTEGRATION thread. The latter is composed of both SYNTHESIZING AND CONSOLIDATING experiences.

The Foundations Thread

Foundations experiences support both the general and professional education goals of the program. As such they tend to carry one of two

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[2] The point of view taken by the OCE Coalition in regard to general and professional education is not to be confused with the position of the ComField model. The model recognizes that each college has its own set of requirements relative to general education and that the professional education program must accommodate itself to such requirements. In some cases this will mean that a ComField based program will have to accommodate itself to a discipline major, in some cases an interdisciplinary major, or in some cases simply to a fixed number of hours in general education subjects.

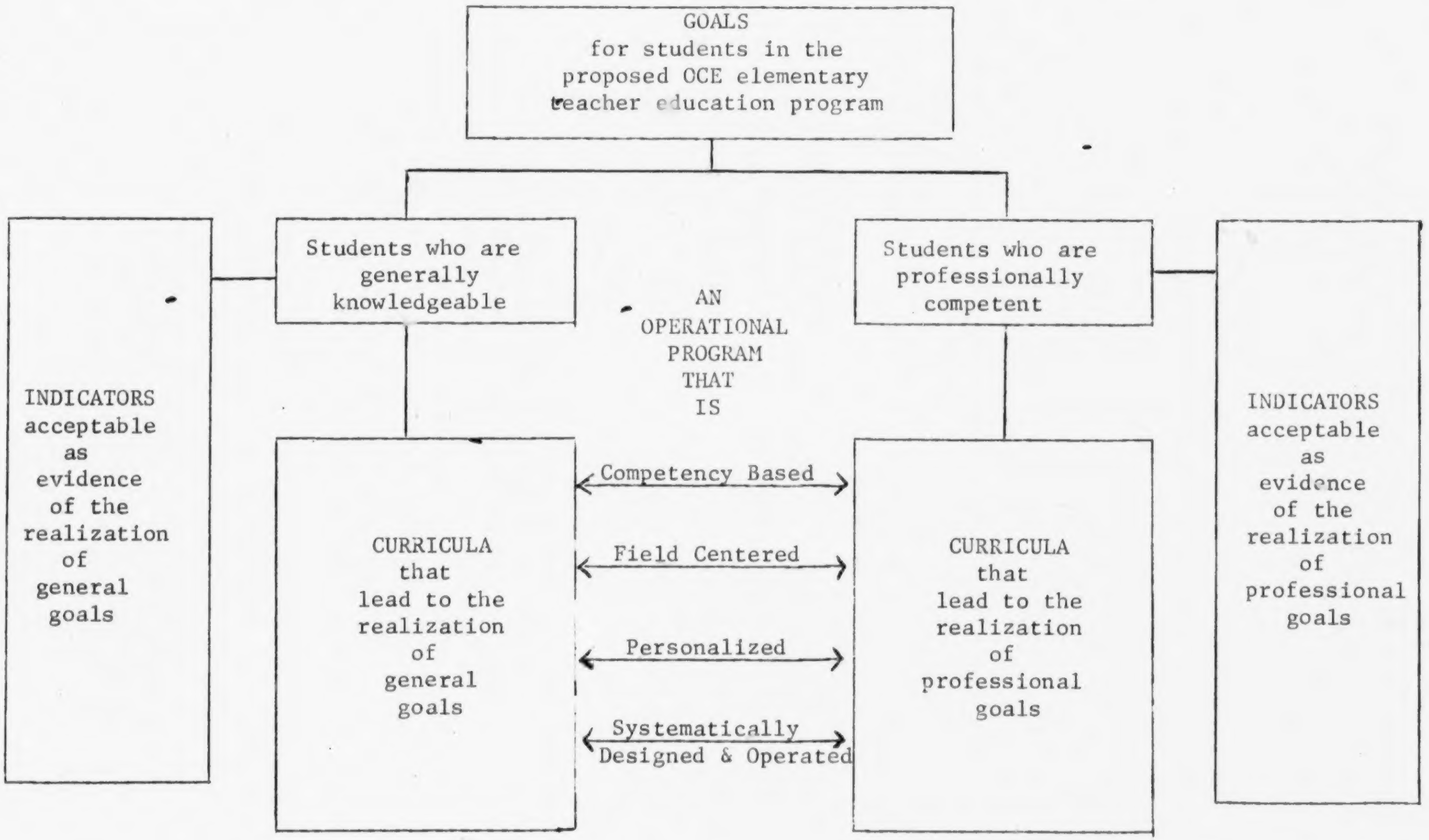
GOALS
for students in the
proposed OCE elementary
teacher education program
Students who are
generally
knowledgeable
Students who are
professionally
competent
AN
OPERATIONAL
PROGRAM
THAT
IS
INDICATORS
acceptable
as
evidence
of the
realization
of
general
goals
CURRICULA
that
lead to the
realization
of
general
goals
Competency Based
Field Centered
Personalized
Systematically
Designed & Operated
CURRICULA
that
lead to the
realization
of
professional
goals
INDICATORS
acceptable
as
evidence
of the
realization
of
professional
goals

Figure 3. The content of the OCE Elementary Teacher Education Program.

emphases: one that leads to the realization of the general education objectives of the program or one that leads to the realization of professional objectives. Depending on emphasis the content of the experiences, and to some extent the way in which they are encountered, differ.

By and large, at least in the early years of the program, foundations experiences were designed to meet general education objectives and will tend to be organized around the disciplines that have sustained liberal education over the years, for example, the arts, humanities, sciences, etc., or around "issues" that crosscut disciplines. Also, they will tend to follow traditional modes of instruction. This is not to imply that such experiences will necessarily be organized according to traditional course structures, or that instruction will take place largely by lecture or discussion. Because of tradition, the logic of course structure as a means of presenting the content of disciplines, and the fact that persons from throughout the college will be responsible for providing such experiences, it is likely that they will assume more of these characteristics than will the foundation experiences that have a professional emphasis.

The outcomes expected to derive from these experiences are the knowledges, skills and sensitivities established by the Coalition as being minimally acceptable as evidence of a generally educated person.

By contrast, foundations experiences which emphasize professional development will tend not only to carry different content but will tend to be organized differently and presented in different formats. Here foundations experiences will tend to appear within the context of "instructional systems" and will carry content that relates directly to the teaching process. As such they will become an integrated part of the observation, practice and assessment experiences that are designed to lead to the demonstration of professional competence. The subject matter of educational psychology, human development, instructional and evaluation methodology, the history and philosophy of education, etc. will provide the subject matter around which such experiences will be developed. The outcomes expected to derive from these experiences are the knowledges, skills and sensitivities that teachers need in order to create the conditions that will bring about the outcomes expected from the elementary schools.

In keeping with the ComField model, a special feature of the foundations thread of the curriculum is the requirement that all students show evidence that they have mastered the conceptual frameworks of the disciplines upon which they are to draw as teachers of young children. As used in the program a conceptual framework for teaching a discipline is that which Bruner and others have called "the structure of a discipline," and as such is assumed to be, simply, a conceptual framework around which the substantive content of a discipline can be organized and transmitted. It is that which, in Bruner's terms,

"...permits any subject to be taught to any child at any level." As yet the frameworks to be mastered, the persons responsible for seeing that students master them, the nature of learning experiences to be used in facilitating such mastery, or the point in the program at which such mastery is to come about have not been specified--though mastery obviously will have to be accomplished upon entry to the Intern phase of the program since students at that time will be responsible for demonstrating that they can get pupils to master such frameworks.[3]

Operationally, foundations experiences will be concentrated in the General Studies phase of the program, though not limited to it. Using traditional course structure as a referent, as many as three or four courses per term would be taken during the General Studies phase of the program, one or two per term during the Clinical Studies phase and no more than one per term during the Intern phase. The relationship of foundations experiences to other learning experiences within the program, as these vary across phases, appears in Figure 5, page 26.

The Self-Confrontation Thread

In the opinion of those who developed the ComField model a prerequisite to the meaningful personalization of any educational program is the understanding of one's self. It seemed reasonable to assume, for example, that in order for a prospective teacher to make a wise choice as to the setting within which he wishes to work, the competencies needed to perform effectively within that context, the kinds of learning experiences to be pursued in the development of a given competency, or in the adoption of a teaching style, he needs to have a clear understanding of who and how he is as an individual. Towards this end the OCE program provides for experiences designed to foster self-understanding throughout the course of the educational program. These are called self-confrontation or SC experiences.

The self-confrontation thread of the curriculum is an integral part of a student's experience from the moment he enters the program. In the General Studies phase the focus of SC experiences is upon self in context. As such the experiences encountered by students as they enter the college setting, establish increasing independence from family and community or origin, find new friendships or establish new love relationships become the vehicles by which an understanding of self in context is explored. Both the student's sponsor and the upper classmen who serve within the Freshman Advising Program at the college take part in this exploratory process.

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[3] The developers of the ComField model were aware of the potential consequences of the specification that calls for the mastery of frameworks for teaching disciplines. It was recognized, for example, that in many disciplines these are not as yet identified. It was also recognized that if persons in the disciplines would not assume responsibility for helping students master them that staff within the education program would have to. It was hoped, however, that this would be a responsibility willingly assumed by the discipline areas and that the assumption of such responsibility for students in education would bring the disciplines and education together in a mutually rewarding and productive relationship.

As the student moves to the Clinical Studies phase of the program SC experiences are designed to provide understanding of self as an individual. At this level the self-confrontation process involves responding to tests which are designed to assess commitments, beliefs, personality orientations, etc. and engaging in a series of nonjudgmental interviews in which the responses to those tests are explored. The student's sponsor is responsible for this aspect of the self-confrontation process.

By the time a student enters the Intern phase of the program the focus of SC experiences shifts to an understanding of self as teacher. Here self-confrontation experiences take the form of video tape playback of actual teaching performance, clinical supervision interviews, small group discussions that focus around peer reaction to performance, and the like. A central thrust of self-confrontation experiences at this level is their focus upon the definition of a teaching style that is consistent with perception of self as individual and self in context.

The Professional Orientation Thread

Just as self-understanding is essential to wise choice within a teacher education program so too is an understanding of the profession. To facilitate choice as to educational context within which to work, special competencies to be developed, or teaching style to evolve, a prospective teacher needs to have as complete an understanding of alternative contexts within which he might find himself as possible. Knowledge of alternative contexts will also contribute to the meaning taken from learning experiences encountered within the program as they will provide concrete referents for these experiences. It is toward these ends that professional orientation experiences are designed.

Like self-confrontation experiences professional orientation (PO) experiences start as soon as a student enters the program and continue throughout. In the General Studies phase of the program PO experiences focus on the nature of the educational process generally, and as such has students observe or in a limited way take part in a wide range of educational settings. One form of such participation is service in a school as a "teaching aide."

In the Clinical Studies phase of the program a student will continue to sample a wide range of educational settings, but these will be limited by and large to elementary schools. A central experience that will come during this phase is serving as a "teaching assistant." The school in which this occurs will also serve as the laboratory within which professional development experiences at the synthesizing level will be carried out and competencies required for an INITIAL level of certification demonstrated (see Figure 2, p. 14). In order to move students across contexts it is probable that a teaching assistantship will last only one or two terms at a particular school.

In the Intern phase of the program professionally orienting experiences will be limited to one school, but all of the professional experiences engaged in by teachers in the school, i.e., professional meetings, inservice programs, curriculum development activities.

Throughout the program PO experiences will be without formal assessment; they are intended to sensitize or orient, not lead to mastery of a particular knowledge or skill. As such the professional orientation thread of the curriculum is the only dimension of the program that does not have formal assessment associated with it. This is not to imply that PO experiences are without purpose or that their impact is ignored. They are always engaged in for a reason, and the conferencing that occurs around them is designed to assess informally that which is taken from them; but formal, empirically verifiable assessment is not associated directly with them.

As in the case of self-confrontation experiences, specifically designed professional orientation experiences are anticipated to decrease in frequency as students move through the various phases of the program.

The Professional Integration Thread

Conceptually, the "professional" curricula of most teacher education programs can be thought as being organized on a vertical axis, that is, a given subject matter area such as child development, instructional methods, or mathematics is organized into a course or course sequence that extends from the simple to the complex. Also most subject matter areas can be thought of as being offered relatively independently of another, and requiring only a given level of knowledge or understanding as an indicator of the mastery of a given area. Such a curriculum pattern is illustrated schematically in Figure 4.

Implicit in such an arrangement is the assumption that prospective teachers, upon mastery of the various subject areas, can synthesize or integrate them and bring them to bear in concert to accomplish the outcomes for which they are responsible in schools.

The ComField model specifies a markedly different pattern of curriculum organization. Instead of courses organized around disciplines or subject matter areas a ComField based curriculum is organized into "instructional systems" around competencies, i.e., around the outcomes to be realized by the schools.[4] As such a ComField based curriculum can be thought of as being organized on a *horizontal* axis, for each instructional system contains pieces and parts of the various courses offered in most elementary education programs, *but they are organized in such a way as to insure that the various knowledges, skills and sensitivities obtained through such separate learning experiences are integrated at a level that permits their effective use in carrying out the functions expected of a teacher in a school*. Such a curriculum pattern is illustrated schematically in Figure 4.

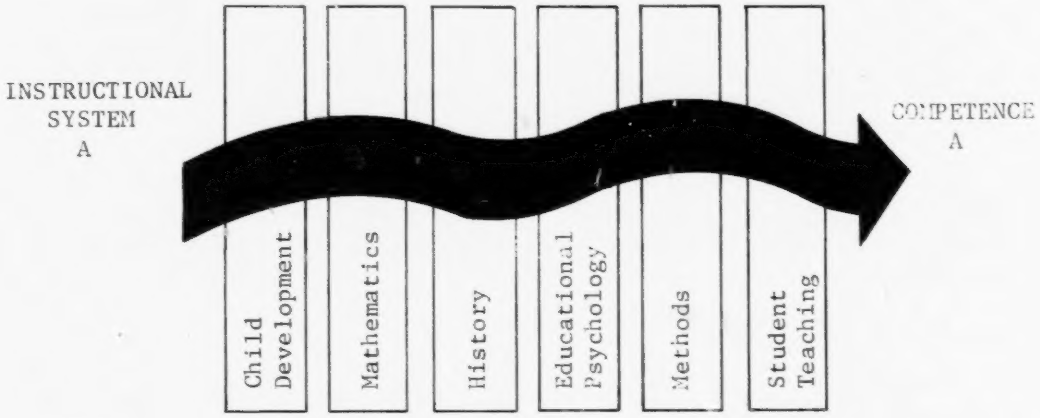

Figure 4. A representation of the curriculum pattern found in a ComField based teacher education program.

Two observations seem appropriate in regard to the differences perceived between the ComField curriculum model and the more traditional model:

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[4] An instructional system is defined formally within the ComField model as a set of learning experiences that have a known degree of reliability in fostering a given teaching competency in prospective teachers.

1) while the majority of the subjects taught in the present professional education curriculum are covered within any given instructional system, only that from within a given course that is relevant to the demonstration of a given competency is included in a system; and

2) the prospective teacher is not left to his own devices to synthesize and/or organize the various aspects of subject matter that comprise a given system. Each instructional system has built into it the provision for synthesis and consolidation of that which has been synthesized until the prospective teacher is able to demonstrate that he can put all of the pieces and parts together to bring about the outcome that is expected of him.

Four classes of learning experiences are found within each instructional system: a) orienting experiences; b) foundation experiences; c) synthesizing experiences; and d) consolidation experiences. Operationally these are defined as

Orientation Experiences: definitions, concrete referents and models of the competency that the set of learning experiences entailed within an instructional system are to bring about

Foundations Experiences: a set of learning activities designed to enable a prospective teacher to master a given bit of knowledge, a skill or a sensitivity

Synthesizing Experiences: a set of learning activities designed to bring about an integration of the knowledges, skills and sensitivities mastered through foundations experiences at a level that permits the demonstration of competence under simplified (laboratory) conditions

Consolidating Experiences: a set of learning activities designed to bring about an extension of the competencies demonstrated under simplified conditions to the point where they are applicable under real-life conditions

As used within the ComField model a learning activity is defined as a set of events which leads to a desired outcome, for example, a set of referents needed to understand the objective of an instructional system or a set of readings and discussions that lead to the mastery of the conceptualizations that are assumed to be prerequisite to the performance of a given competency.

All classes of learning experiences contain multiple learning activities. As such they provide options for students with alternative learning preferences or needs, an opportunity to cycle through numerous activities to bring about a desired level of mastery or a required level of competence.

Implicit in the ComField definition of a learning activity is an assessment function. In each learning activity, as well as in each instructional system as a whole, assessment has two foci:

a) assessment to determine whether a learning activity or an instructional system as a whole can be bypassed because of existing mastery, or if it can't, to determine the point in the learning activity or in the system as a whole where entry should be made, and

b) determine when mastery or criterion performance has been reached.[5]

Procedurally, a student's progression through an instructional system is largely a matter of his own choosing. When he first enters a system he is provided an orientation as to the nature of the competency that the system is designed to bring about, that is, he is given examples of what the desired competency looks like. From that point on, however, progression through a system is under the student's control. If he thinks he can demonstrate the desired competency without special study he may ask for criterion assessment immediately; or he may engage in a series of foundations activities, return to the orientation activities, and then engage in synthesizing experiences until he is able to demonstrate competency under simplified conditions. Another student, or the same student in a different system, might choose to engage in synthesizing experiences before encountering foundations experiences - to see what it is that he really has to do before launching into the process of building a foundation on which to do it - or he might cycle between synthesizing and foundations experiences repeatedly. The only constraint on a student's progress through a system is that he be accepted as an intern before he is free to engage in consolidating experiences or to ask to demonstrate criterion competency under real-life conditions. When an instructional system first goes into operation there will be no particular basis for predicting the "best path" through the system for a particular student. As time passes, however, and as students with known characteristics pass through a particular system, it will be possible to obtain data on "preferred" or "most likely to be successful" paths for students with particular characteristics. Once data of this kind become available the potential for prediction, and thereupon the possibility for effective guidance, will come into being.

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[5] As indicated previously assessments relative to mastery of the individual knowledges, skills and sensitivities that derive from foundations experiences are to be used for guidance rather than certification purposes. So too are assessments around practice activities that lead to synthesis or consolidation. Criterion assessments relative to competency demonstrations are made only when a student requests them.

As with all other curricular threads, the professional integration thread extends through all three program phases, though the extent to which students engage in PI experiences varies by phase. In the General Studies phase relatively few integrating experiences are encountered, for relatively few professional competencies need to be demonstrated by a prospective teacher before entering the Clinical phase of the program. The number of integrative experiences increase markedly when a student enters the Clinical phase, however, and they increase even more when he enters his Internship. In this sense, the professional integration experiences follow a pattern that is essentially a mirror image of the foundations experiences.

The Interaction Between Curricular Threads

The instructional program that has been proposed by the OCE Coalition has been designed to maximize interaction between curriculum threads: professional integration experiences draw upon information gained in foundation experiences; professional orientation experiences provide referents for all other learning experiences; and self-confrontation experiences both draw upon and provide a basis for all other experiences. Moreover, negotiations between sponsor and student and clinical supervisor and student are intended to further interlace all that is gained from the program. The relationship between curricular threads in the program is shown schematically in Figure 5.

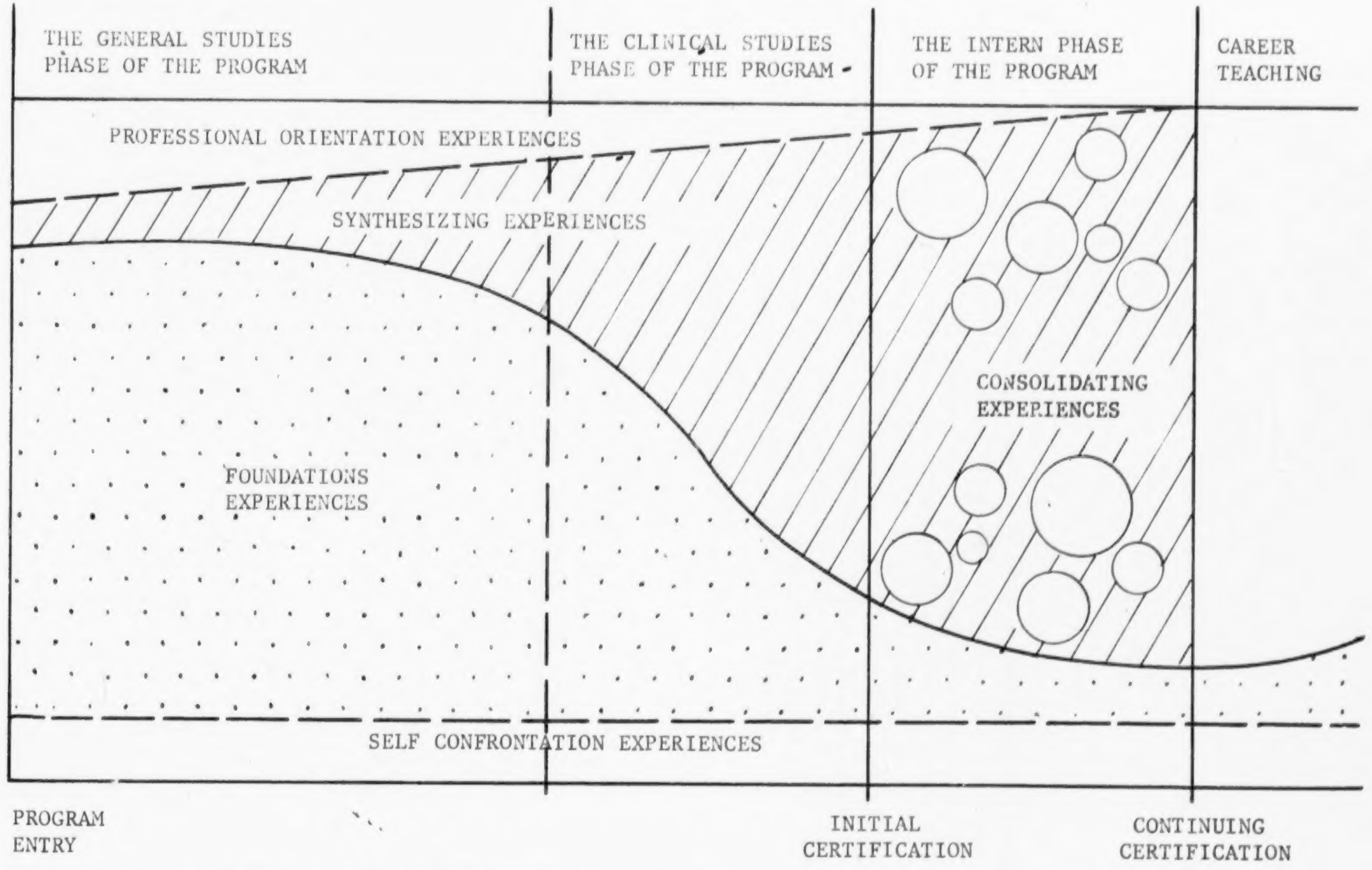
THE GENERAL STUDIES PHASE OF THE PROGRAM
THE CLINICAL STUDIES PHASE OF THE PROGRAM
THE INTERN PHASE OF THE PROGRAM
CAREER TEACHING
PROFESSIONAL ORIENTATION EXPERIENCES
SYNTHESIZING EXPERIENCES
CONSOLIDATING EXPERIENCES
FOUNDATIONS EXPERIENCES
SELF CONFRONTATION EXPERIENCES
PROGRAM ENTRY
INITIAL CERTIFICATION
CONTINUING CERTIFICATION

Figure 5. A schematic representation of the proportions of time a student is likely to engage in various classes of learning experiences as he progresses through the program.

THE OPERATION OF THE PROGRAM

The instructional program proposed for elementary teacher education at OCE has been described briefly in the previous section. The description of the program, however, and its operation, are two different matters. In order to actually operate such a program, that is, to develop it, to have students interact with it, and to evaluate its effectiveness over time, a variety of supporting functions must be brought to it. The purpose of the present section is to describe these functions and the mechanisms which carry them.

In order to provide the means by which instruction within the program can meet the specifications set for it, thirteen separate though interdependent supporting functions must be provided. Eleven of these are essential to both the implementation of the program and its long term operation; two are required only for its implementation. The eleven basic functions are:

1. an instructional objectives function;
2. an instructional design and development function;
3. an instructional operations function;
4. an information management function;
5. a data generation function;
6. a cost accounting function;
7. a staff selection and development function;
8. a program policy and review function;
9. a program execution function;
10. a program adaptation function; and
11. a facilities, equipment and supply function.

The two functions specific to program implementation are:

12. an accommodation function (which facilitates the integration of the emerging and the on-going programs); and
13. a dissemination function.

In order for a supporting function to be achieved, a structure (or set of substructures if the function is complex) must exist to carry the operations that carry out the function. In the Oregon adaptation of the ComField model the composite structure(s) needed to achieve a supporting function is referred to as a "mechanism." As such the proposed program requires thirteen separate mechanisms to enable it to operate as designed.

When first encountered, the reaction to both the concept and the number of mechanisms proposed can be one of dismay. The very term suggests an impersonal, "mechanistic," dehumanizing quality, and their number suggests a totally undue emphasis upon that which makes the program work. From the point of view of those who have designed the program, however, or for that matter, those who developed the original ComField model, neither is the case. In fact, just the reverse is true. In order for instruction to occur in any educational setting a host of supporting functions must exist: program objectives must be established, instruction must occur, students must be evaluated, information must flow, records must be processed. In most teacher education programs such functions are taken care of as a matter of course by administrators, registrars, counselors, instructors, and maintenance personnel, and the structures needed to support them are an integral part of a college organization. In a ComField based program, however, new functions must be performed, or at least old functions need to be performed in new ways, and as a consequence, new structures are needed in order to perform them. The commitment to a field centered program, for example, and the commitment to a coalition of institutions and agencies to operate it, has far reaching implications for the establishment of operational policy, the specification of program objectives, program execution etc. Similarly, the commitment to the personalization of instruction has far reaching implications for the number and kind of learning experiences needed to accommodate students in the program and the procedures by which students move through such a program, the facilities and equipment, data generation and information management systems needed in their support, etc. The mechanisms proposed within the OCE program are those seen as being needed to carry out the functions required to meet the implications of such commitments. They are, in a sense, the vehicles by which the program can become personalized, data dependent and field centered, and as a consequence must be planned and provided for with the same care that curriculum is planned and provided for.[6]

For purposes of description the thirteen mechanisms have been grouped into four clusters: those which pertain directly to the instructional program, those which support the instructional program, those which are related to the management of the over-all program, and those which are designed to meet the specific needs which emerge when attempting to involve a wide range of institutions and agencies to change from one educational program to another.

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[6] Another indication of the centrality of the operational mechanisms in the proposed program is the fact that all costing for program implementation, and its operation subsequent to its implementation, has been based upon resource estimates projected for the operation of the various mechanisms.

Actually such groupings are more than a writing convenience for they parallel closely the clustering of the various mechanisms as they operate in actual practice. Functionally, for example, there is a close working relationship between the Program Objectives, the Instructional Design and Development, and the Instructional Operations mechanisms. Similarly, the Data Generation, the Information Management, the Cost Accounting, and the Staff Selection and Development mechanisms operate largely as a unit in support of the instructional mechanisms and the over-all program management mechanisms. Much the same kind of clustering occurs with the Program Policy and Review, the Program Execution and the Program Adaptation mechanisms - the mechanisms which provide for the integration or coordination of the over-all program - and with the two changeover mechanisms. The relationship between these mechanisms, as they interact in program operation, is illustrated schematically in Figure 6.

While the idea of formalizing such mechanisms is somewhat foreign in the practice of education, there is, in the opinion of those who have been associated with the ComField model, little alternative to such formalization. As this occurs, however, there is the danger that the primary purpose of the program will be lost sight of or relegated to a position of secondary importance. With so many functional components needed in its support, a ComField based program is particularly susceptible to this threat; any of the support components could readily become "an agency unto itself."

The organizational structure summarized in Figure 6 represents an effort to protect against this kind of danger. Conceptually, the structure a) places the instructional program squarely in the center of things, b) stresses the idea that information and directional influence flows both from the instructional component to the support units and vice versa, and c) provides for a continuous flow of information to the program management components so that program adaptation can be effected wherever necessary in order to maintain balance and perspective. While such an organizational structure cannot guarantee that all units within a ComField based program will be appropriately supportive of instruction, or act in concert, it does provide an operational framework which at least makes such interaction possible.

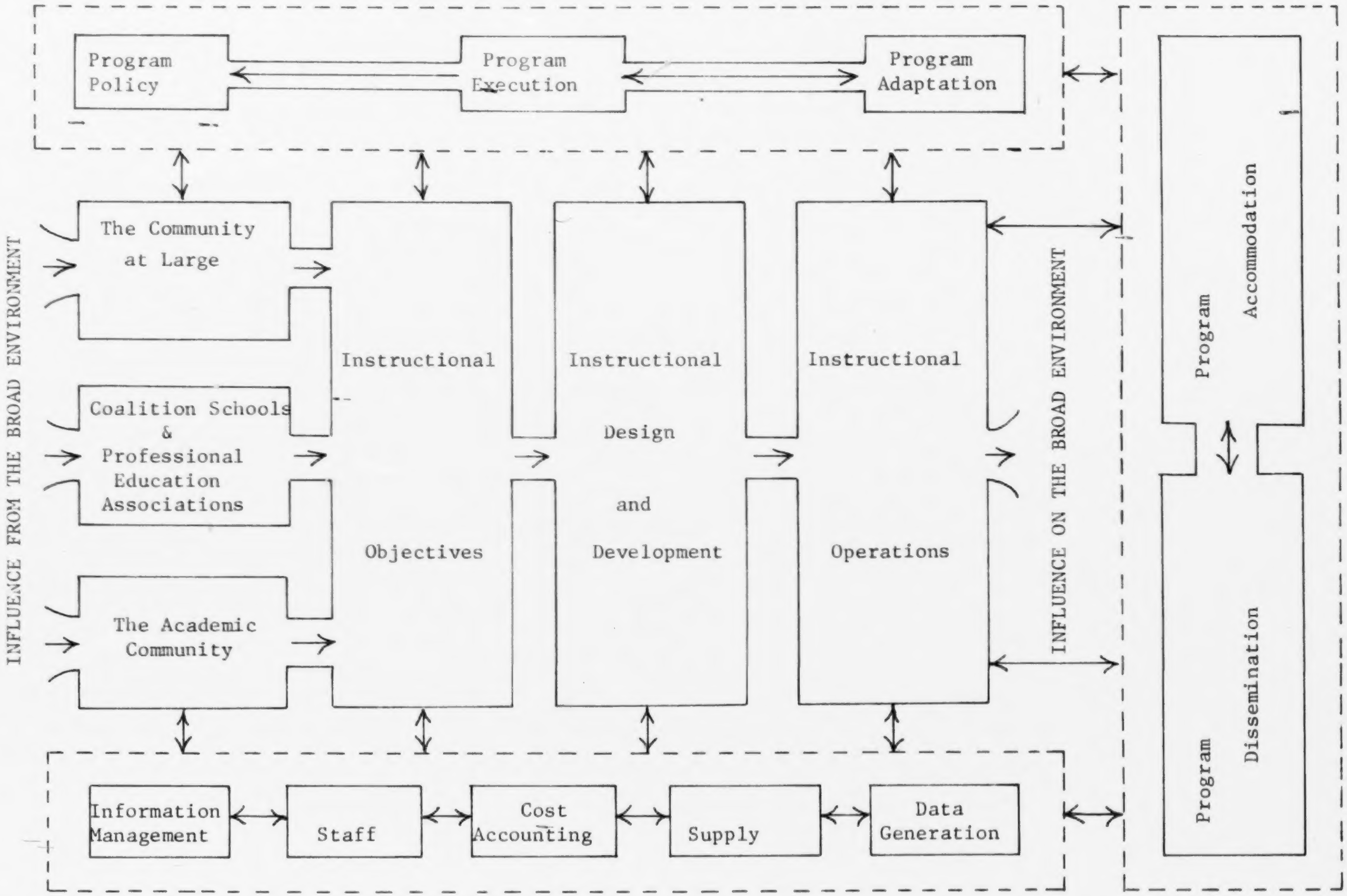

Program Policy
Program Execution
Program Adaptation
INFLUENCE FROM THE BROAD ENVIRONMENT
The Community at Large
Coalition Schools & Professional Education Associations
The Academic Community
Instructional Objectives
Instructional Design and Development
Instructional Operations
INFLUENCE ON THE BROAD ENVIRONMENT
Program Accommodation
Program Dissemination
Information Management
Staff
Cost Accounting
Supply
Data Generation

Figure 6. A schematic summary of the operational mechanisms needed to operate the elementary teacher education program proposed at OCE and their interrelationships.

SUMMARY

By adopting the ComField model, an elementary teacher education program would be in the unique position of being able to:

1) provide evidence that a prospective teacher is able to perform the tasks that he is expected to perform prior to assuming responsibility for the teaching of children;

2) provide the means whereby schools can become intimately involved in the preparation of persons responsible for their operation; and

3) provide the means whereby prospective teachers can maximize the relevance of the program to them personally as they move through it.

In addition, it is anticipated that two "second order" outcomes would derive from such a program: a) that prospective teachers would develop into independent, self-directed, continuing learners, and b) that the systematization and personalization of instruction within the teacher education program would transfer to the education of preschool and elementary children.

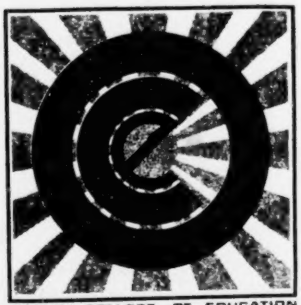
The underlying hope for students becoming self-directed, continuing learners is that a ComField based program forces those in it to be this kind of learner for four to six years, and that much time in such a role may build the strategies and resources that will permit a student to continue with it after leaving the program.

The underlying hope for the transfer of the themes of the ComField model to the education of preschool and elementary children is, simply, that as prospective teachers themselves engage in such an educational experience they above all others will be likely to create a similar kind of learning.

If the aim of teaching is learning then there should be evidence that teachers can bring about appropriate learning in children before they assume responsibility for it in the classroom. ComField's aim is to generate this kind of evidence.

APPENDIX B: THE CPX PROGRAM

The materials enclosed are the invitational form, the orientation to, and information related to the CPX Program. When the participants arrived they were given additional orientation from a slide tape presentation and a resource center.



OREGON COLLEGE OF EDUCATION
AT MONMOUTH OREGON 97361

CPX:

A TEST OF THE PROPOSED OREGON PROCESS STANDARDS FOR TEACHER EDUCATION PROGRAM

AT
OREGON COLLEGE OF EDUCATION
FRIDAY, APRIL 27, 9 - 5 P.M.

EDUCATION BUILDING ROOM 217

The Experimental Teacher Education Program

During the first two quarters of the 1972-73 academic year, Oregon College of Education experimented with a consortium-based, field-oriented teacher education program for elementary school teachers. Fifty students were involved along with seven college professors, one researcher from the Teaching Research Division, and about forty teachers from five elementary schools in Dallas and Salem.

The results are significant. All but seven students were able to achieve the competency standards set for the two terms work, and five performed so well that they were encouraged to seek a waiver of the student teaching requirement for graduation (three actually made it and were given credit by examination!).

Another significant outcome was the development of performance standards for classroom teaching, and the necessary evaluation forms (usable ones) designed for the busy classroom supervisor. Each of the fifty students was formally evaluated in the performance of three short lessons and one two-day full-time teaching assignment. The evaluation procedure proved to be workable and effective.

Many public school educators are familiar with the proposed new "process standards" intended for use in the accreditation of teacher education programs. The process standards call for the employment of a "consortium policy council" made up of equal representation from participating public school districts, professional groups of teachers (collective bargaining groups), college students, and college faculty members. The influence of the professional teacher is clearly evident in the process standards. Some teacher educators (public school as well as college) feel that the process standards are premature. Others feet that these developments are long overdue. The proposed CPX will be a test of the consortium policy council idea for OCE and cooperating school districts.

The College Planning Exercise (CPX)

CPX stands for "College Planning Exercise." It is a simulation of an actual planning endeavor, conducted as a "game" with two or more planning teams vying for points awarded by a group of individuals acting as "reality forces." In the OCE CPX planned for April 27, the final decision will be made (as it would in real life) by a consortium council comprised of equal numbers of representatives from the school districts involved, the professional teacher groups which serve as collective bargaining agencies for the teachers in each district, OCE college students and OCE faculty members.

The conduct of the CPX will climax a series of six weekly planning conferences conducted on the OCE campus during the months of March and April. The participants in the pre-session conferences will serve on the two or

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made up of equal representation from participating public school districts, professional groups of teachers (collective bargaining groups), college students, and college faculty members. The influence of the professional teacher is clearly evident in the process standards. Some teacher educators (public school as well as college) feel that the process standards are premature. Others feet that these developments are long overdue. The proposed CPX will be a test of the consortium policy council idea for OCE and cooperating school districts.

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The conduct of the CPX will climax a series of six weekly planning conferences conducted on the OCE campus during the months of March and April. The participants in the pre-session conferences will serve on the two or three planning teams created especially for the CPX on April 27.

The individuals serving as "reality forces" will be the persons who are actually in the responsible positions that normally are involved--deans, superintendents, principals, members of TSPC, representatives from the OBE, legislators and public citizens.

Those who attend the CPX will have an opportunity to participate in the simulation games as reality forces, or they may simply act as participant observers. The CPX will be tightly organized so that something will be going on at all times. It is guaranteed to be an involving and hopefully edifying experience for participants and observers alike.

The CPX is to be conducted jointly with a meeting of a special Oregon Board of Education task force made up of representatives from OCE, U of O, and SOC and their cooperating school districts. The special OBE task force has met two times in January and February to review and evaluate the OBE process standards. Their next meeting is scheduled for April 26-28 at OCE. Four consultants from the state of Washington are to assist the OBE task force by providing information about the Washington process standards.

Members of the Teacher Standards and Practices Commission are also expected to attend.

REGISTRATION FORM
OCE COLLEGE PLANNING EXERCISE
April 27, 1973

Return to: CPX
Office of Special Programs
Oregon College of Education
Monmouth, Oregon 97361

I plan to attend the CPX.

NAME ______________________________

Position ______________ Institution ______________

Mailing Address ______________________________

____

I would accept a participant role.

I prefer to be an observer.

There is no fee for the CPX. (A small gratuity for coffee and snacks will be collected upon registration.)

The Participants

Participants in the CPX are to include the following: Dr. Bert Y. [illegible]sh, Dean of Faculty, OCE; Dr. Henry Del Schalock, OSSHE Teaching Research Division; Dr. Richard Jones, Executive Secretary of the Teacher Standards Practices Commission; Dr. Willard Bear, Director of Teacher Education and Certification, Oregon State Board of Education; Dr. Jesse (Bud) Garrison, Professor of Education, OCE; Gloria J. McFadden, Assistant Professor of Education, OCE; Dr. Lillian Cady, Washington State Department of Education; Senator Wallace Carson, Salem; teachers from the elementary schools of Dallas and Salem; participating OCE faculty; students from OCE; representatives from colleges and public schools around the state; and many others.

CPX SCHEDULE

8:30 - Registration

9:00 - CPX Begins: Overview and Planning

12:00 - No-Host Lunch

1:00 - CPX Resumes: Group Reports

2:45 - Coffee Break

3:00 - Reality Forces Reactions

4:00 - Final Assessment

DRAFT COPY

CPX Documentation
Melody Barnhardt
May 7, 1973

PURPOSES OF THE CPX

The three purposes to be accomplished by the CPX were to test the issue of needing a "sheltered" first year to demonstrate competencies required for BASIC CERTIFICATION; test the idea of a consortium; disseminate information about the ETE program and get reactions to the program from educators outside of the OCE context.

The issue of a "sheltered" first year grew out of a concern of how prospective teachers would demonstrate the requirements for obtaining BASIC CERTIFICATION according to the competencies given.[1] The two positions adopted centered upon the need for a "sheltered" first year of teaching for everyone entering the profession in order to demonstrate the needed competencies for a basic certificate, as opposed to the demonstration of competency within any long-term teaching context, for example, an internship, student teaching, or over a full year of "sheltered" teaching as an option.

The planning groups, Reality forces and CPC each had a role in the testing of the issue. Each planning group produced a rationale supporting their respective positions and anticipated program costs. The role of reality forces was to react to the proposed plans while the CPC formulated recommendations from both the Planning Groups and Reality Forces.

The consortium, a key concept to be tested, involved the observation of the consortium in action during the CPX.

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* See attached competency statement.

TEACHING COMPETENCIES TO BE DEMONSTRATE
CERTIFICATION, AND THE STANDARDS SET FOR THEIR

petencies	Perf
ETENCY red learning outcomes with pupils	IN THE CONTEXT OF THE FULL TIME TEACHING E STRATED AT THE LEVEL OF BASIC CERTIFICATIO outcomes desired from curriculum units tau cognitive and attitudinal outcomes
INSTRUCTIONAL SUPPORT COMPETENCIES*	IN THE CONTEXT OF THE FULL TIME TEACHING E
. Conveying the objectives of instruction, both cognitive and attitudinal	. The learning outcomes expected from mos time, and by and large they are viewe
. Adjusting instruction to fit a specific context, where the adjustment of instruction includes learner characteristics, teacher characteristics and characteristics of the physical setting	. The expected learning outcomes of parti particular children and particular co are adapted accordinly . The units presented, and the manner in instructional program of the school
. Carrying out instruction	. Lesson initiation, transitions between and lesson terminations tend to be ef . Unit initiation, transitions between le terminations tend to be effectively h . The attention (interest, motivation) of learning activities most of the time . Instructional materials, procedures and and to good advantage . A variety of instructional models (see curriculum units
. Utilizing emotion in instruction, and managing emotions in the classroom	. A reasonable degree of order is able to . Most classroom situations involving hig managed most of the time . A reasonable emotional balance is able balance of the teacher
. Evaluating pupils, including cognitive and attitudinal effects of instruction	. Pre- and post-unit assessments of pupil . Feedback to pupils on the results of as thoroughness

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* It is recognized that instruction is always inbedded in a subject matter context, and as a con instructional support and development competencies are performed requires an accompanying assessm are being performed.

For Use in the CPX
Oregon College of Education
April 27, 1973

TEACHING COMPETENCIES TO BE DEMONSTRATED FOR BASIC IFICATION, AND THE STANDARDS SET FOR THEIR PERFORMANCE

Performance Standards

IN THE CONTEXT OF THE FULL TIME TEACHING EXPERIENCE IN WHICH TEACHING COMPETENCIES ARE TO BE DEMONSTRATED AT THE LEVEL OF BASIC CERTIFICATION a significant proportion of the cognitive and addtitudinal outcomes desired from curriculum units taught are achieved by most pupils, especially higher order cognitive and attitudinal outcomes

---

IN THE CONTEXT OF THE FULL TIME TEACHING EXPERIENCE

. The learning outcomes expected from most curriculum units are understood by most pupils most of the time, and by and large they are viewed by pupils as appropriate and worthwhile

. The expected learning outcomes of particular units are on the whole adapted to meet the needs of particular children and particular contexts, and the materials and procedures used in instruction are adapted accordinly
. The units presented, and the manner in which they are presented, are in keeping with the ongoing instructional program of the school and the characteristics of the teacher presenting them

. Lesson initiation, transitions between learning activities within a lesson and between lessons, and lesson terminations tend to be effectively handled
. Unit initiation, transitions between learning activities within a unit and between units, and unit terminations tend to be effectively handled
. The attention (interest, motivation) of most pupils is able to be enlisted and maintained in most learning activities most of the time
. Instructional materials, procedures and organizational strategies tend to be used appropriately and to good advantage
. A variety of instructional models (see for example Joyce and Weil) are employed within and across curriculum units

. A reasonable degree of order is able to be maintained in a classroom most of the time
. Most classroom situations involving high levels of emotion on the part of pupils are effectively managed most of the time
. A reasonable emotional balance is able to be maintained in a classroom, including the emotional balance of the teacher

. Pre- and post-unit assessments of pupils are carried out with reasonable efficiency and accuracy
. Feedback to pupils on the results of assessment is carried out with reasonable sensitivity and thoroughness

---

ed in a subject matter context, and as a consequence an assessment of the adequacy with which performed requires an accompanying assessment of the adequacy of the content carried as they

PROPOSED TEACHING COMPETENCIES FOR BASIC CERTIFICATION (CONT'D.)

Competencies	Perfo
. Defining next learning steps and the instructional procedures that attend them, given all of the above	. The content of units in a particular su tation, are sequenced so as to accomm [The CPX planning groups are to report the support competencies at the level of BASI
INSTRUCTIONAL DEVELOPMENT COMPETENCIES	IN THE CONTEXT OF THE FULL TIME TEACHING E
. Designing/organizing/developing curriculum units	. The majority of curriculum units prepar on most of the elements considered in at a BASIC level of certification (se be considered in this regard)
. Designing/organizing/developing instructional plans that support curriculum units	. The majority of instructional plans pre on most of the elements considered in at a BASIC level of Certification (se
. Designing/organizing/developing learning evaluation plans to accompany curriculum units	. The majority of plans for evaluating le or better on most of the elements con evaluation plans at a BASIC level of
. Matching instructor, curriculum and context	. The majority of curriculum units shall considered in assessing a teacher's a level of certification (see the repor
INTERPERSONAL COMPETENCIES	IN THE CONTEXT OF THE FULL TIME TEACHING E
. Acting responsibly in terms of the feelings, needs and wishes of others	. Evidence shall be obtained on all eleme candidate to act responsibly in view of the CPX planning groups for the el certification), and the preponderance
. Working constructively in tasks oriented situations with others	. Evidence shall be obtained on all eleme date to establish and maintain constr (see the report of the CPX planning g positive
PROFESSION RELATED COMPETENCIES	IN THE CONTEXT OF THE FULL TIME TEACHING E
. Establishing and maintaining a work schedule	. Evidence shall be obtained on all eleme date to establish and maintain a work the elements to be considered in this ponderance of that evidence shall be

PROPOSED STANDARDS FOR BASIC CERTIFICATI

On the basis of the competencies and performance standards outlined above, requirements for tional competence, b) demonstrated success on a majority of instructional support and instructio positive idence as to interpersonal and profession related competencies.

Performance Standards

e content of units in a particular subject area, and the procedures employed in their presentation, are sequenced so as to accommodate pupil learning from preceeding units

CPX planning groups are to report the elements to be considered in assessing instructional ort competencies at the level of BASIC Certification]

E CONTEXT OF THE FULL TIME TEACHING EXPERIENCE

e majority of curriculum units prepared by the candidate shall be judged satisfactory or better on most of the elements considered in assessing a teacher's ability to prepare curriculum units at a BASIC level of certification (see the report of the CPX planning groups for the elements to be considered in this regard)

e majority of instructional plans prepared by the candidate shall be judged satisfactory or better on most of the elements considered in assessing a teacher's ability to prepare instructional plans at a BASIC level of Certification (see the report of the CPX planning groups)

e majority of plans for evaluating learning prepared by the candidate shall be judged satisfactory or better on most of the elements considered in assessing a teacher's ability to prepare learning evaluation plans at a BASIC level of certification (see the report of the CPX planning groups)

e majority of curriculum units shall be judged satisfactory or better on most of the elements considered in assessing a teacher's ability to match curriculum to self and context at a BASIC level of certification (see the report of the CPX planning groups)

E CONTEXT OF THE FULL TIME TEACHING EXPERIENCE

idence shall be obtained on all elements to be considered in assessing the tendency of the candidate to act responsibly in view of the feelings, needs and wishes of others (see the report of the CPX planning groups for the elements to be considered in this regard at the level of BASIC certification), and the preponderance of that evidence shall be positive

idence shall be obtained on all elements to be considered in assessing the ability of the candidate to establish and maintain constructive working relationships in task oriented situations (see the report of the CPX planning groups), and the preponderance of that evidence shall be positive

E CONTEXT OF THE FULL TIME TEACHING EXPERIENCE

idence shall be obtained on all elements to be considered in assessing the ability of the candidate to establish and maintain a work schedule (see the report of the CPX planning groups for the elements to be considered in this regard at the level of BASIC Certification), and the preponderance of that evidence shall be positive

OPOSED STANDARDS FOR BASIC CERTIFICATION

rds outlined above, requirements for BASIC Certification are to include a) demonstrated instrucinstructional support and instructional development competencies, and c) a preponderance of competencies.

THE PLAN OF ACTIVITIES FOR THE CPX

8:30AM	9:00	9:15	10:30	10:45	12:00	1:00	1
		Planning Teams Commence Work			Planning Teams Submit Reports to typists	Planning Teams Report	
R*EGISTRATION	Introductions and Overview of the Day	Orientation to the CPX and the Experimental Elementary Teacher Education Program at OCE	COFFEE BREAK	Consortium Policy Council Commences Work Resource Center open to Visitors Reality Forces Organize and proceed to Planning Teams Consortium P.C. Resource Center	L**UNCH		Clar Ques the

* Coffee and rolls served all day

** Lunch tickets purchased at registration table; lunch at college cafeteria

THE PLAN OF ACTIVITIES FOR THE CPX

Planning Teams
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to typists

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Report

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Reacts to
Proposals

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Center

Consortium P.C
Reacts to Its
own Conception
and Operation

12:00 1:00 1:30 2:00 2:45 3:00 4:00

General Session

h at college cafeteria

The consortium could be tested on two different levels - the interaction within the planning groups, the reality forces, the CPC, and the CPX endeavor as a whole. Each participant needed to evaluate the effectiveness of the consortium at two levels: "Is pariety really achieved? or is it a functional concept?" "Is it feasible to operate a consortium considering time and financial limits?"

The third purpose of the CPX was dissemination and feedback. The experience was designed to expediate the dissemination of information about the ETE, and at the same time, gather feedback wheich could influence future operation of the program at OCE and other state institutions. The dissemination effort centered around the orientation, reporting, distribution of materials, and data. The role of the Reality Forces was crucial here, as they were responsible for supplying feedback on the ETE program as a whole.

STRUCTURE OF THE CPX

In order to facilitate the accomplisment of the preceding purposes within the limited time available, a Plan of Activities was drawn (see attachment) indicating on-going activities and the time constraints of each component.

During the total group orientation, the three groups, the Planning teams, REality Forces, and CPC Members were introduced, given an outline of their respective roles in the CPX, and any preliminary questions clarified. Following the schedule of activities given, each group began their respective work, beginning with the Planning Groups developing their position with a program rationale, the CPC creating criteria to evaluate the emerging program proposals, and the Reality Forces and Participant Observer being briefed on the operation of the program and the data that pertains to it.

After the briefing, the three options available to the Reality Forces were to observe and/or react to the Planning Groups in action, observe and/or react to the CPC, or analyze the data and related materials of the ETE program on display in the resource center. The Resource Center consisted of the compiled data sets on individual ETE Course Evaluations, overall program evaluations, student evaluations of the Laboratory Experience, Resource Requirements, and Program-related costs, instrumentation for the assessment of teaching competencies and program performance, the raw data collected throughout the duration of the ETE program, and related books, papers, bibliographies dealing with competency-based teacher education models.

The next portion of the CPX involved a brief compacted presentation of the rationale by each planning group. The Reality Forces were then free to question the planning team members for clarification or debateable items in the proposed plans in order to facilitate the development of a formal reaction statement from the Reality Forces.

The reaction statements of the Reality Forces, along with the earlier Planning Group proposals, were heard by the CPC and acted upon as if they were formal recommednations from formally appointed study groups. After adoption a position that incorporated recommendations from both planning groups, the CPC reacted to its own concpetion and functioning, given the experience of the day. Each segment of the Reality Forces -- College Faculty, School teachers, College students, Profession Education

Representatives, and School administrative personnel -- presented their reactions to the proposed plans and to the concept of a consortium.

PARTICIPANTS IN THE CPX

As noted earlier, the members of the CPX were divided into three groups, the Planning Teams, the Reality Forces and the CPC Members.

The persons comprising the Planning Teams involved ETE students, school supervisors, and college faculty. All were members of a consortium-centered program planning conference that had met for five afternoon seminars before the CPX. During these seminars much of the ETE program was redesigned for the coming year, and as a consequence the members of the Planning Teams were intimately familiar with the program, its rationale, and its projected future. The Planning Teams represented a prototype of the Program Management Arm of the consortium.[1]

The Reality Forces included college faculty, school teachers, representatives of teacher bargaining agencies, college students, and school administrative personnel. Each group within the Reality Forces selected a representative whose task was to canvass respective group members' reactions to the issues.

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[1] The distinction between policy, management and outline - operational mechanisms for decision making within a consortium-centered teacher education program were made in one of the handouts provided the members of the Planning Conference. The handout included illustrations of the kinds of decisions that need to be made by the various mechanisms.

The Consortium Policy Council which drew its membership from the ranks of school administrators, school teachers, college administrators, college students, and teaching personnel acted as the third prototype of the consortium on the PROGRAM POLICY level.

The persons involved in the CPC were selected to meet with the requirements spelled out in the Process Standards for a legally recognized consortium.

APPENDIX D

PERFORMANCE STANDARDS FOR ENTRY INTO FORMAL LESSON TEACHING

At present no formal standards have been established for entry into lesson teaching, beyond being enrolled in the Professional Year program and being judged "ready' for such teaching by the student's college supervisor and school supervisor. Usually this judgment follows a number of weeks of observation in a particular school setting, reasonable familiarity with the pupils to be taught, an opportunity to carry out provisional lesson teaching, etc., but as the program now stands no formally designated standards for entry into lesson teaching exist.

The question that the Planning Conference must address is whether there should be such standards, and if there should what they should be? Should they be knowledge standards? Should they be skill demonstrations that pertain to teaching? Should they be the performance of designated teaching functions under simplified teaching conditions? Or should the program continue to rely upon such informal standards as are now employed?

RESULTS

Program Proposals

As mentioned previously, a rationale for each planning team's position was developed in which the respective teams described advantages and responsibilities in terms of student, public school, and college personnel.

A brief comparison of the two program proposals shows that PLAN A defends the "protected" first year of teaching and outlines the responsibilities of the people involved, projected costs, along with criteria to evaluate the required competencies. PLAN B defends the alternative stance of demonstration of competency within any long-term teaching context by giving the rationale, the scheduling options a student would have open to him, and the responsibilities of the people involved. The reader is directed to read the attached Plans of Team A and Team B.

GROUP A

Given: The set of teaching competencies and performance standards for certification at the basic level can be demonstrated only under conditions where a teacher has full responsibility for pupils over a long period of time, about one academic year. (See competencies attached.)

The position of Group A is that there is a need for a "sheltered" first year of teaching for everyone entering the profession.

A "protected" first year is defined as employment in a public school at 2/3 salary for one academic year.

The responsibilities the student must meet to be eligible for the program are:

a. Be selected for placement through regular hiring procedures of the district

b. Be recommended by the college

c. Must be within 45 hours of graduation (many students will have completed graduation requirements before entering the "protected year")

The responsibility of a public school unit to participate in the program are:

a. Have placement for a minimum of nine initially certificated teachers

b. Provide the equivalent of 3 full time professional personnel to:

. serve as program - coordinator -	.25 FTE
. furnish supervision on a continuous basis	.75 FTE
. serve as content specialist in:	
- reading and language arts	1.00 FTE
- math	.25 FTE
- science, social science, health	.25 FTE
- music, art, P.E.	.25 FTE
. serve as guidance counselor	.25 FTE

c. Provide time during the school day for seminars, courses, and other forms of special help

The college responsibility includes:

a. Formalizing the arrangements between themselves and the public school units

b. Make provisions for the collection and dissemination of the initially certificated teachers academic and professional record

c. Furnish the equivalent of one 1/2 time clinical professor per ICT center*

This responsibility includes:

- conducting seminars - 9 credit hours per teacher
- coordinate the courses offered under the content specialists - 18 credit hours per teacher
- maintains laisons with the program coordinator
- acts as executive secretary for the Consortium Policy Council
- works jointly with the program coordinator and other personnel to carry out the competency assessment

COSTS

Estimate Of Protected First-Year Program Costs Per Unit of 9 ICT

Program Costs (P.F.Y.)		Typical Program Costs	
9 ICT Salary -	$45,000	9 average teacher's salary - (10.2 estimate)	$91,800
1 Program Coordinator -	13,000		
2 Content Specialists -	26,000		
1/2 Clinical professor -	7,500	Tuition - 27 hr. per ICT for year	3,916
			$95,716

Additional Expenses

Travel and material	1,500
	$93,000

---

* An ICT Center is loosely defined as a center composed of 9 initially-certified teachers where inservice, instructional and training sessions are conducted.

ATTACHMENT I

ELEMENTS TO BE CONSIDERED IN ASSESSING INSTRUCTIONAL SUPPORT COMPETENCIES AT THE LEVEL OF BASIC CERTIFICATION

Conveying The Objectives Of Instruction

The student shall be able to establish both attitudinal and cognitive objectives for at least 3 curriculum (full year) units. The pupil will understand objectives and view them as relevant and appropriate.

Adjusting Instruction To Context

The student shall individualize instruction to meet all skill level needs and academic development of child. Appropriate materials and available resources shall be utilized. Instruction should be in coordination with ongoing school or district programs.

Carrying Out Instruction

The student will provide a variety of learning activities throughout a curriculum unit. A variety of instructional models (i.e., Joyce and Weil) are employed within and across curriculum units. The student will organize procedures and strategies over a long period of time facilitating both smooth transition and effective termination between lessons, units and curriculum units.

Utilizing And Managing Emotion

The student can maintain a reasonable amount of order throughout the changing scheduled year. The student shall adapt instruction and control procedures to meet fluctuation levels of high emotion. The student will show understanding and personal emotion adjustment throughout the year.

Evaluating Pupils

The student shall administer and/or develop pre- and post-tests for use in assessing efficiently lesson needs and different curriculum unit needs, and special emotional needs. The data from these evaluation devices will be used effectively and for the further progress of the pupil.

Defining Next Steps

The student shall design and initiate units that follow sequential order and provide adequate records for further instruction.

ATTACHMENT II

ELEMENTS TO BE CONSIDERED IN ASSESSING INSTRUCTIONAL DEVELOPMENT COMPETENCIES AT THE LEVEL OF BASIC CERTIFICATION

Designing And Organizing Curriculum

Elements of continuity of the years curriculum units shall be carried out and judged satisfactory or better.

Designing And Organizing Instruction

A variety of materials, resources and methods within all subjects shall be used throughout the year, and reach the majority of the pupils the majority of the time.

Designing And Organizing Evaluation

The pupils shall achieve their potential growth throughout the year.

Evaluations of this growth shall take place: while planning, while teaching and after teaching the units. A full year is needed to become proficient in evaluating.

Matching Instructor, Curriculum and Context

The student shall adapt curriculum units context and self to the district and state standards as well as the changing school setting (i.e., weather, traffic, fire drills, holidays, etc.) throughout the year.

ATTACHMENT III

ELEMENTS TO BE CONSIDERED IN ASSESSING INTERPERSONAL COMPETENCIES AT THE LEVEL OF BASIC CERTIFICATION

Acting Responsibly Toward Others

Toward colleagues - student will be open minded in attitudinal outcomes in response toward colleagues changing needs and feelings

Toward supervisors and resource people - student will meet with open mind toward constructive criticism, suggestions, and seek and accept help in any area where it is needed

Toward pupils - student is aware of individual social needs of pupils and help them feel their worth as an individual

Toward parents - student is willing to listen to parents and attempt to reach a workable plan which will be of benefit to the pupil

Working Constructively On Tasks With Others

With pupils - student will establish a rapport of consistency which will be understood by all

With parents - willing to meet with parents outside of class time in order to evaluate changing working plan

With colleagues - student will be open enough to communicate with colleagues as situations will occur

With supervisors - implement plans that have been made with supervisor. Accepts and reacts to suggestions from supervisor.

Establishing and Maintaining A Work Schedule

Student demonstrates ability to adapt to changes, accommodate unexpected demands while maintaining a professional and orderly approach to his assigned role throughout the year

GROUP B

Given: The set of teaching competencies and performance standards for certification at the basic level can be differentiated and isolated in such a manner as to allow students to demonstrate that they have the necessary competencies prior to the first year of teaching. (See competencies attached)

The positon of Group B is that a waiver procedure can be developed which would allow some students to skip over the initial certification level and achieve basic certification prior to their first year of public school employment.

Rationale:

1. Competency--if you can demonstrate competency, certification without time limit.
2. Individualization--personalization, leading into freedom to negotiate options and choices.

The options, which could be initiated any term, available to the student progressing through the professional year are:

Option 1.	Fall	Winter	Spring	Certification
	Elem. Block	Elem. Block	Student Teaching	Initial
Option 2.				
	Elem Block	Elem. & Block Teaching Equivalency (Intial Certification)	Extended Student Teaching	Basic
Option 3.				
	Elem Block	Elem & Student Block Teaching Equivalency	Additional Courses 1. Course Work 2. Practicum	Initial

The responsibilities of the student attempting to achieve BASIC CERTIFICATION would be to successfully demonstrate the competencies required for BASIC CERTIFICATION.

The responsibilities of the public school units included:

1. Screening of public school supervisors
2. Providing supervisional training
3. Establishing council of college faculty supervising teachers, and students, for regular meetings about the options available in the program.
4. Requiring supervising teachers to facilitate and demonstrate competencies required of the experimental junior block student.
5. Free scheduling of time, leading toward increased field experience (if desired).

The college responsibilities are to provide comprehensive screening for elementary education faculty and incoming students and assist with #'s 2, 3, 4, and 5 above.

COSTS

From the student's point of view, a saving of money is possible because of competency measures and the reverse is also true, of added cost if the student is slow in performing competencies.

- Additional college manpower would be needed to supervise competency demonstrations and training of established teachers would have to be supported by either the college or public schools
- Training of teachers in supervision skills, added transportation costs of supervisors making trips to schools would be necessary to finance from either the college or public schools
- The financial responsiblity of the public schools would also include providing release time for teachers to attend advisory meetings, conferences and various program related activities

USER GUIDE TO THE RESOURCE CENTER

Education Bldg. 217

AREA I. SLIDE TAPE PRESENTATION

A slide-tape presentation summarizing the program's efforts during the two terms.

AREA II. INDIVIDUAL COURSE EVALUATIONS

- Overview of courses in the program.
- Art Education - (Art 323) Fall Term.
- P.E. In The Grades (Ed. 344) Fall Term.
- Learning and Instruction in the Elementary Schools. (Ed. 361-362) Fall and Winter Terms.
- Music Education (Music 381-382-383) Fall and Winter Terms.
- Mathematics For Elementary Teachers (Math 311) Winter Term.
- School Health (Ed.) Winter Term.
- Cross-course evaluations.

AREA III. OVERALL PROGRAM EVALUATIONS

- Student final evaluation data.
- School supervisor, final evaluation data.
- College supervisor, final evaluation data.
- Student, formative data.
- School supervisor, formative data.
- College supervisor formative data.

AREA IV. EVALUATIONS OF THE LABORATORY EXPERIENCE

- Student, final evaluation data.
- School supervisor, final evaluation data.
- College supervisor, final evaluation data.
- Student, formative data.
- School supervisor, formative data.
- College supervisor, formative data.

AREA V. RESOURCE REQUIREMENTS AND PROGRAM RELATED COSTS

- Time utilization by general program tasks.
- Comments on time demands.
- Time utilization by students in the laboratory.
- Program related costs.
- Projected time and resource requirements for assessing teaching competencies.

AREA VI. INSTRUMENTATION, STANDARDS AND PROCEDURES FOR THE ASSESSMENT OF TEACHING COMPETENCIES

- Overview and conceptual framework.
- Lesson teaching.
- Short-term full responsibility teaching.
- Student teaching equivalency demonstration.
- Management plan.
- Data on competency assessments completed during the first year of the program.
- An overview.
- Lesson teaching.
- Short term, full responsibility teaching.

AREA VII. INSTRUMENTATION, STANDARDS AND PROCEDURES FOR ASSESSING PROGRAM PERFORMANCE

- Overview and conceptual framework.
- Maintenance surveys.
- Design Survey I
- Design Survey II
- Activity logs.
- Management plan.

AREA VIII. RAW PROGRAM EVALUATION DATA

- FALL TERM
  - Student, formative data.
  - School supervisor, formative data.
  - College supervisor, formative data.
  - Student, Design I Data.
  - School supervisor, Design I Data.
  - College supervisor, Design I Data.
- WINTER TERM
  - Student, formative data.
  - School supervisor, formative data.
  - College supervisor, formative data.
  - Student, final evaluation data.
  - School supervisor, final evaluation data.
  - College supervisor, final evaluation data.

AREA IX. CBTE BOOKSHELF

- Bibliography
- Papers for sale.

OREGON COLLEGE OF EDUCATION

EXPERIMENTAL ELEMENTARY TEACHER EDUCATION PROGRAM

PROGRAM PROPOSAL

1973-74

A Product of the Program Planning Conference
Spring Term, 1973

PREFACE

The experimental (ETE) program at OCE is a joint effort involving the college and the schools of Dallas and Salem, Oregon. These institutions have a long history of cooperation in Teacher Education as well as various curricular and other professional efforts.

The ETE program was planned by a group of people including three OCE professors, five teachers from Salem and Dallas, four OCE students nearing graduation and an evaluation team from Teaching Research and OCE. Several one-half day planning meetings were held on the OCE campus and an intensive three day effort at the ASCD research institute established the procedures and guidelines by which the program would be initiated.

The plan was put into operation in the Fall of 1972. There were a total of seven professors, 44 students and approximately 40 classroom teachers involved. Coordination was aided by the five building principals and, in some buildings, a teacher designated as coordinator. The design called for a planning team to meet weekly to make adaptations as problems and issues occured. Since the program was based on competency assessment with side provision for differences in learners, the need for information and communication assumed critical importance early in the operation.

Fall and Winter quarter were used to carry out the initial trial of the program. The present quarter (Spring) is being used to assess the operation with a view toward implementing a revised version during fall of 1973. Weekly sessions are being held involving professors, teachers and students who were involved. These sessions are conducted by the evaluation team, and focus on an examination of the data collected on program operation during Fall and Winter terms.

On the basis of the data available it appears that the program, on the whole, was relatively successful. Most importantly, it appears that significant progress was made on the identification and assessment of teaching competencies. The instrumentation employed in assessment is viewed as demanding and cumbersome but substantially gathering good evidence. The provision for optional and individualized laboratory-clinic arrangements appeared to function well except for a shortage of information at the point of specific decision making in and around the laboratory context.

One problem area apparent in the program was the perception that the work load on students and professors as excessive. The conflict between course-based demands on campus and working with children was difficult for the students to resolve. Since grades were based primarily on class performance rather than working with children, the program may have failed to provide for genuine choice in this regard for many students.

The one aspect of the program where little progress was made was the attempt to coordinate the content and practices of the various courses involved in the program. The limited time available to content specialists for participation in the program undoubtedly contributed to this. Also, the limited contact of the content specialists with the laboratory setting was viewed as a serious handicap to course adaptation.

The planning and development meetings presently underway are assessing the nature and extent of these and other problems, and attempting to invent solutions to be implemented next fall. The limited success of the initial effort and the perceived necessity to improve the program apparently contribute to the willingness to try again. Administrative support from the school districts and the college makes it possible for much of the work to be included as part of the regular school day. This is in keeping with the overall view that it is imperative that improving the preparation of teachers be a function of the profession at large rather than as the responsibility of a few people.

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APPENDICES

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PART I

THE STRUCTURE OF THE ETE PROGRAM AT OREGON COLLEGE OF EDUCATION

A Proposal of the Program Planning Conference
Experimental Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon

April 10, 1973

As proposed for 1973-74 the experimental elementary teacher education program at OCE is designed as a "professional year". As such it involves the equivalent of three terms work, two that interweave the study of the content of professional education with clinical teaching experience and one that interweaves a full-time, practicum teaching experience with a professional education seminar. The first two terms of work correspond with what was previously labeled "Junior Block", and the third corresponds with what traditionally was labeled as "student teaching".

The work of the professional year may extend across a two year period, or it may be concentrated within a single year. If it stretches across two years it would usually be the junior and senior years of a student's higher education experience. If it is concentrated in one year it would usually be a student's senior year, but these are not necessary conditions of the program.

The purpose of the present document is to inform the reader of the components incorporated within the program and spell out how these components are related to each other, how they are related to such matters as competency assessment and certification, and how they translate into program schedule.

The Components Of The ETE Program

The program as proposed consists of four major components: the content of professional education, selected aspects of content within the teaching speciality, clinical teaching experience and practicum teaching experience. Figure 1 illustrates the relationship between these components by term or phase of the program.

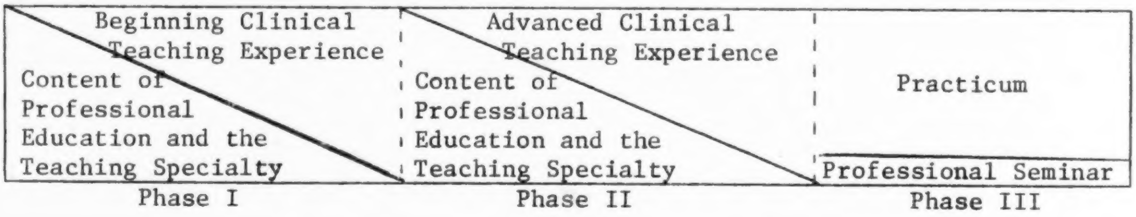
Beginning Clinical Teaching Experience
Content of Professional Education and the Teaching Specialty
Advanced Clinical Teaching Experience
Content of Professional Education and the Teaching Specialty
Practicum
Professional Seminar
Phase I
Phase II
Phase III

FIG. 1 The organization of program components by program phase.

As indicated in Figure 1 the nature of the teaching experiences engaged in during the course of the program differ as a student progresses through it. Beginning experiences center on the application of information and ideas under simplified conditions. These are referred to as "provisional" teaching experiences and are designed primarily for the purpose of letting students gain some sense of what it is like to teach. They also provide a means, however, for the classroom and college supervisor to assess the readiness of a student to enter more formal teaching arrangements. This assessment takes place informally, i.e., without recorded measures, but is is nevertheless carried out and forms the basis for the decision to let a student enter into more complex lesson teaching.

The preparation and presentation of 20 to 50 minute lessons is the next level of teaching in which a student in the program engages. Any number of "practice" lessons may be presented, but formal assessment is directed to three. In these three instances lesson plans must be prepared, evaluated and approved before lesson presentation occurs. Also in these three instances lesson presentation is carefully and systematically assessed, for performance on the three lessons forms the basis for the decision to let a student enter into full-day teaching. The teaching functions to be demonstrated in both the preparation and presentation of lessons, and the standards set for performance in relation to them, are described in the next section of the proposal.

Short-term (2 to 5 day), full responsibility teaching is the next level of teaching in which a student engages, and successful performance in that experience is required for entry into the practicum phase of the program. The teaching functions to be demonstrated in full responsibility teaching, both short-term and long-term, and the standards set for performance in relation to these functions, are also described in the next section of the proposal. The relationship between these various levels of teaching experience and program phase is illustrated in Figure 2.

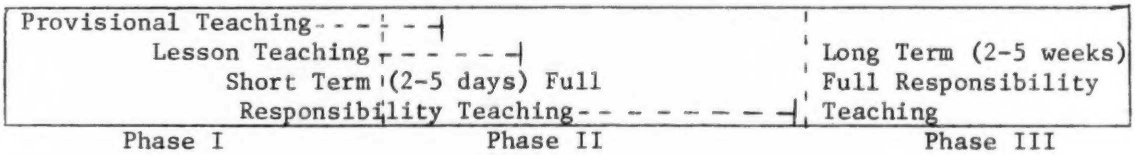

FIG. 2. The organization of teaching experience by program phase.

The demonstration of teaching competence for purposes of INITIAL CERTIFICATION is to occur within the context of the long-term, full responsibility teaching experience. The demonstration of teaching competence for purposes of BASIC CERTIFICATION may also occur in that context, though it may turn out to be the exception rather than the rule. The knowledge and skill mastery that is required for INITIAL CERTIFICATION may be demonstrated within the professional year program, but rarely in its entirety. An outline of the knowledge and skill areas in which mastery is to be demonstrated appears as Part III of the present document.[1]

Activity Schedule For Phases I And II Of The Program

The professional year is organized on the assumption that successful teaching experiences can be managed on a limited basis without mastery of all the knowledges, skills and sensitivities needed by a teacher for success in a teaching career. It is also organized on the assumption that the most effective mode for learning to perform effectively as a teacher is a mode that calls for the continuous interweaving of the content of professional education, subject matter to be taught, and practice in teaching (this is in contrast to the classic mode that calls for mastery of all enabling knowledges, skills and sensitivities before teaching is undertaken). As a consequence, from the time a student enters the program he or she is spending time in a teaching context as well as time in a knowledge or skill mastery context, and engaging in activities that attempt to relate the two.

The program is also organized on the assumption that no two students of teaching need to have exactly the same subject matter base or the same practice teaching experiences to become an effective teacher. Moreover, the program is organized on the assumption that effective teaching practices are conditioned by the context in which teaching occurs and the outcomes expected from a particular teaching effort within that context. As a consequence the program is organized so that students negotiate not only the learning activities in which they engage, and the time frame within which they engage in them, but they negotiate within limits the outcomes expected of those activities as well. The mechanism by which the personalization of the professional program occurs is described in the part of the proposal that deals with program operation.

Given the continuous movement of a student between a practice teaching context and the college learning environment, and the fact that the nature of the experience in both will vary with the students involved, a great deal of care must be taken to establish a program schedule that permits the kind of freedom and variation necessary for this to occur. It also requires that extreme care be taken in establishing and maintaining communication between staff in the college, staff in the schools, and students that move between both. The mechanism established to insure communication between persons in these various contexts is also described in the part of the proposal dealing with program operation.

---

[1] It needs to be pointed out that the specific knowledges and skills to be mastered for purposes of INITIAL CERTIFICATION have not as yet been identified. Nor have the performance standards that are to accompany them. Thus far in the ETE program, and at least for another year, these are matters that are left to the instructors responsible for the courses that make up the program. Evaluation data are collected on each course offered in the program, however, and it is assumed that instructors will make use of these data in course design or revision.

In spite of the need to continuously adapt program offerings to the needs of students and context, a basic schedule of activities for the first two Phases of the program has been established. This is outlined in Figure 3. The program further provided two Tuesday through Thursday periods and one full week for competency demonstration in the schools.

	M	T	W	Th	F
	X	LABORATORY		0	X
	X			0	X
AM	X		0	0	X
	X		0	0	X
	X		0		X
	X				X
PM	■				

FIG. 3. The weekly schedule of activities within Phase I and II of the program.

X = regularly scheduled classes: campus
0 = irregularly scheduled learning experiences: campus
■ = regularly scheduled program review and planning session

Two comments about the schedule need to be made. First, it functions only as a general guideline to course and activity scheduling. It is a point of departure, so to speak, for both the scheduling of the components of the program as a whole and for students working out their individual schedules each term. This is the case because courses included within the program are "blocked" so far as college scheduling is concerned, that is, the program controls the scheduling of the courses that comprise it.

Students have essentially the same degree of freedom in arranging their individual schedules that the program has in arranging the schedule of classes that accompany it. While all students are responsible for mastery of the subject matter contained within the program, and all students must engage in teaching in order to demonstrate teaching competence, when and how they do so is largely negotiable. It is possible, for example, for a student to arrange to spend two or three days in the schools each week, or even all of the days of the week if a student's sponsor and clinical supervisor agree to it. Similarly, it is possible for a student to receive full credit for a college course without attending on a regular basis the classes that go with it. The criterion of success in both the subject matter and teaching dimensions of the program is performance, not time, and each student is given every possible opportunity to negotiate the kind of work schedule that makes sense to him personally in order to succeed in these terms.

The second observation that needs to be made in relation to Figure 1 is that students enter a school in teams of two and distribute their time between at least two different learning contexts, e.g., two traditional classrooms or one traditional classroom and one "open" classroom. They are also responsible to two supervising teachers. Within this general arrangement all possible individual arrangements can be worked out. For example, one student may negotiate a circumstance that permits him to spend full-time in one learning context with one supervising teacher. Another may arrange to spend half of his time each week in one learning environment and half in another. Another student might arrange to spend all of his time in one learning context for the first half of the term and all of his time the second half of the term in another. Literally any arrangement can be made in relation to teaching in the schools, so long as the arrangement can be negotiated with both the college and school supervisor, and so long as there is a reasonably wide contact with children of differing cultural backgrounds.

Activity Schedule For Phase III Of The Program

Since Phase III of the ETE program centers on full-time teaching in the schools, and involves only one seminar as an accompanyment to that involvement, the matter of schedule is much simpler. Basically it follows a schedule similar to the schedule of regular teachers in a school. The only variation in this regard is having one-half day a week free for involvement in the professional seminar that accompanys the practicum experience. In most cases the seminar is held on-campus and is conducted by a college supevisor.

PART II

THE CONTENT OF THE ETE PROGRAM
AT OREGON COLLEGE OF EDUCATION

A Proposal of the Program Planning Conference
Experimental Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon

April 10, 1973

PROPOSED PROGRAM CONTENT, ORGANIZED BY CREDIT HOURS, PHASE IN PROFESSIONAL YEAR, AND SUBJECT AREA

	Core Studies	Credit Hours	Related Content Areas	Credit Hours
Phase 1	Instructional objectives, adjusting instruction to fit a specific context, planning and carrying out instruction	9	Select from Art, Music, P.E., Reading Instruction, Learning Disabilities or Teaching the Culturally Different	9
Phase 2	Planning and carrying out instruction, the utilization and management of emotion in teaching, assessing pupil learning, planning long term learning programs for pupils	9	Select from Humanities, Science, Mathematics, Social Science, Reading Instruction, Learning Disabilities or Teaching the Culturally Handicapped	9
Phase 3	Demonstration of teaching competencies for purposes of (INITIAL?) (BASIC?) certification	12	Interdisciplinary Seminar and Choice of Learning Disabilities or Teaching the Culturally Handicapped	6
	TOTALS	30		24

PART III

THE TEACHING COMPETENCIES TO BE DEMONSTRATED IN THE PROGRAM

A Proposal of the Program Planning Conference
Experimental Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon

April 10, 1973

In planning the Experimental Teacher Education program at OCE the definitions of "a teaching competency" and "a competent teacher" that appear in the Oregon Board of Education's proposed Process Standards for Educational Personnel Development have been adopted. These are:

> A TEACHING COMPETENCY: The demonstrated ability to bring about the expected outcomes of a role or function included in job definition.
>
> A COMPETENT TEACHER: One who has acquired and demonstrated the essential competencies of a professional position and integrates and utilizes them effectively in meeting the requirements of that position in accordance with its level and certification status. At each certification level, the teacher must also provide evidence that he has mastered the knowledge and skills assumed to be required for the development of his teaching competence at that level.

The position for which students are being prepared in the ETE program at OCE is that of General Elementary Teacher.

Three levels of teaching competency are to be demonstrated within the professional year: those required for INITIAL Certification; those required for entry into the PRACTICUM TEACHING context, the context in which the competencies needed for the initial certificate are to be demonstrated; and those required for entry into SHORT TERM, FULL RESPONSIBILITY TEACHING, the forerunner of the practicum teaching experience. The demonstration contexts involve, respectively

- a minimum of 5 consecutive days full responsiblity teaching (the PRACTICUM teaching experience);
- a minimum of 2 consecutive days full responsiblity teaching (the SHORT TERM, FULL RESPONSIBLITY TEACHING experience);
- a minimum of three 20 to 50 minute lessons (the FORMAL LESSON TEACHING experience).

No formal demonstration of teaching competency is required for entry into FORMAL LESSON TEACHING (see Appendix D). Students begin the process of competency demonstration in FORMAL LESSON TEACHING and meet the requirements of INITIAL CERTIFICATION in the PRACTICUM TEACHING experience.

The relationship between the context in which teaching competencies are to be demonstrated, the teaching competencies to be demonstrated, and the standards at which they are to be demonstrated is intricate and complex. Some of this complexity is indicated in the paragraph above, but it is left to Appendices A, B and C to spell it out completely. It is in these appendices that the particular performance standards set for the particular competencies to be demonstrated within the three demonstration contexts are spelled out in detail. The elements to be considered in the assessment of the various competencies within each context are included in the Appendices.[1]

Two considerations led to the selection of the competencies that have been proposed for INITIAL Certification: a) the demonstration of the full range of competencies needed by an elementary teacher would require a demonstration context that permitted involvement in the full range of such activities, and a demonstration context of that complexity is difficult to manage in an undergraduate education program; and b) the competencies identified as needing to be demonstrated for INITIAL certification are deemed by the designers of the ETE program only as those that are most critical for entry to the profession. They constitute what can be considered as the "core" teaching competencies needed by all teachers, for they focus directly upon helping children learn. In this sense they constitute the necessary but minimal set of competencies needed for entry into the profession, not the necessary set for success as a teacher.[2]

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[1] The "elements" of a teaching competency are those aspects of competency demonstration that are attended to for assessment as well as instructional purposes. In assessing each element that comprises a teaching competency an essentially unlimited number of "indicators" may be used as evidence of competency demonstration. Going from indicators to elements to competencies, indicators are used to determine whether a particular element within a particular competency has been demonstrated satisfactorily, performance on the collection of elements that make up a competency is used to determine whether a particular competency has been demonstrated satisfactorily; and performance on the collection of competencies required for a particular job and a particular level of certification in relation to that job determine whether a teacher is judged competent, i.e., is to be certified. In this regard, the "competence" of a teacher can never be referred to within the framework of the Oregon Process Standards in the abstract. A teacher must always be referred to as competent at the level of INITIAL, BASIC or STANDARD certification.

[2] The reader needs to be cautioned that in its first year of operation the ETE Program dealt only with instructional competence, instructional support competencies, and instructional development competencies. Other competencies listed (see Appendices A, B and C), as well as the standards suggested for their performance, are proposed for the coming year of program operation but have not as yet been tested.

PART IV

ESTIMATED RESOURCE REQUIREMENTS FOR THE ASSESSMENT OF TEACHING COMPETENCE THROUGH INITIAL CERTIFICATION

A Proposal of the Program Planning Conference
Experimental Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon

April 10, 1973

TASKS INVOLVED IN THE ASSESSMENT OF TEACHING COMPETENCE IN THE PROPOSED ETE PROGRAM, AND PROJECTIONS AS TO THE TIME REQUIRED FOR THEIR PERFORMANCE ON A PER STUDENT BASIS

	ESTIMATED AVERAGE TIME REQUIREMENTS			
TASKS	Provisional Teaching	Lesson Teaching (Minimum of 3 lessons)	Full-Day Teaching (Minimum of 2 consecutive days)	Short Term, Full Responsibility Teaching (Minimum of 2 consecutive weeks*)
Negotiating the teaching context, and what is to be taught				
. College supervisor	optional	1/2 hr. per lesson	1/2 hr. per day of teaching	1 hr. per wk. of teaching
. School supervisor	1/2 hr. per wk. for 6 wks.	1/2 hr. per lesson	1/2 hr. per day of teaching	2 1/2 hrs. per wk. of teaching
. Content specialist	optional	optional	optional	optional
Reviewing and revising the teaching plan until performance standards are met				
. College supervisor	--	1/2 hr. per lesson plan	1 hr. per teaching plan	2 hrs. per teaching pla
. School supervisor	--	1/2 hr. per lesson plan	1 hr. per teaching plan	2 hrs. per teaching pla
. Content specialist	--	optional	optional	optional
Documenting approval of the teaching plan				
. College supervisor	--	1/4 hr. per lesson plan	1/4 hr. per lesson plan	1/4 hr. per lesson plan
. School supervisor	--	1/4 hr. per lesson plan	1/4 hr. per lesson plan	1/4 hr. per lesson plan
. Content specialist	--	1/4 hr. per lesson plan if a plan is reviewed	1/4 hr. per lesson plan if a plan is reviewed	1/4 hr. per lesson plan if a plan is reviewed
Supervising (preparing for, assessing, instructing, conferencing in relation to) the teaching experience				
. College supervisor	1/2 hr. per wk for 6 wks.	1 hr. for 1 of the 3 lessons **	1 hr. for each full day of teaching	2 hrs. on 2 separate occasions

---

* Demonstrated through student teaching or its equivalency

** The approximate time allowed during the first year of program operation. Is this sufficient?

TASKS	ESTIMATED AVERAGE TIME REQUIREMENTS			
	Provisional Teaching	Lesson Teaching (Minimum of 3 lessons)	Full-Day Teaching (Minimum of 2 consecutive days)	Short Term, Full Responsibility Teachin (Minimum of 2 consecutive weeks)
. School supervisor	1 hr. per wk. for 6 wks.	1 hr. for each of the 3 lessons	3 hrs. each full day of teaching	3 hrs. each full day of teacing
. Content specialist	optional	optional	optional	optional
Documenting performance in the teaching experience				
. College supervisor	--	1/4 hr. per lesson observed	1/4 hr. per period of observation	1/4 hr. per period of observation
. School supervisor	--	1/4 hr. per lesson	1/4 hr. per teaching day	1/4 hr. per teaching da
. Content specialist	--	1/4 hr. per lesson for all lessons observed	1/4 hr. per period of observation, if observations were made	1/4 hr. per period of observation, if observations were made
Reviewing demonstrated performance in the teaching experience against required performance standards (to be done jointly by the college supervisor, the school supervisor, the student and the content specialist if appropriate)	--	1/2 hr. after the completion of the 3rd lesson	1 hr. after the completion of the 2nd day of teaching	1 hr. after the completion of the first week of teaching and one hr. after the second
If needed, recycling the teaching experience until performance standards are achieved or until a decision is reached that they need not be achieved	--	See estimates above	See estimates above	See estimates above

FOR DISCUSSION ONLY

April 12, 1973

PROCESS STANDARDS FOR EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS

CONTENTS

I. Introduction

II. Standards and Guidelines

These Standards are intended to promote and guide the development of educational personnel development programs which are (1) centered in consortia of colleges, districts, teachers, and students, and are (2) directly oriented to the development of required professional competencies. The Standards shall apply to all new educational personnel development programs and to new norm areas added to existing programs after July 1, 1974. (See Appendix for a definition of "new programs.") Other programs are encouraged to use these Standards when they apply more appropriately than do the institutional standards.

These Standards cover preparation and professional growth programs for elementary and secondary personnel only.

These Standards, as initially drafted, were prepared and adopted by the Teacher Standards and Practices Commission. and were submitted to the Oregon Board of Education on October 20, 1972. They have subsequently been revised in response to recommendations from a number of individuals and groups.

I. INTRODUCTION

These PROCESS STANDARDS* emphasize two movements which are currently emerging nationally in educational personnel development*: the movement toward centering teacher education in consortia* formed by a college, a school district, a professional organization* and teacher education students, and (2) the movement toward competency-based teacher education.* A brief explanation of these two movements will help put the Standards in perspective.

Consortium-centered teacher education is a pattern of professional training in which preparation programs* are planned, conducted, and evaluated by a coalition with equal representation from (1) a school district(s), (2) an institution(s) of higher education, (3) a professional organization(s) of teachers, and (4) an organization of teacher education students. Many existing college-based teacher education programs now utilize advisory committees including representation from one or more of the above groups. The consortium-centered approach is a next step beyond that stage, and creates a situation in which each group in the program has an equal voice in setting policy. Consortium programs have been developed in a number of states in recent years, primarily because they provided greater opportunities for practicing educators and future educators to influence the content and processes of teacher education. An assumption behind such programs is that teacher education will become more realistic, more effective, and more relevant if it is directly responsive to those persons who work continuously with pupils or who are preparing themselves for such work.

Competency-based teacher education (CBTE) refers to patterns of preparation which assist present and future practitioners to acquire and demonstrate knowledge, skills, and competencies required for effective functioning in specific educational positions.* Most existing teacher education programs necessarily emphasize input - those curricula, courses, and experiences which go into the preparation of educational personnel. Competency-based approaches, which are reflected in these Standards,* focus attention on output - on that which the practitioner can achieve upon completion of the program.

When contrasted in this fashion, it might appear that competency-based programs represent an entirely new departure, but this is not necessarily the case. Existing programs have been based on the assumption that their curricula (inputs) would result in effective performance on the part of graduates, which has often been true. Competency-based programs go beyond that assumption and focus selection, preparation, and evaluation* as specifically as possible upon the abilities which candidates are expected to demonstrate in their educational work.

Competency-based teacher education has the potential to significantly improve teacher preparation and learning opportunities for pupils. As a result, during the last few years teacher education personnel, professional organizations, state departments of education, federal agencies, accreditation* groups

*The first use of terms identified in the definitions (Appendix A) will be indicated by an asterisk.

and others have worked to design patterns of teacher education and certification which will develop the particular competencies* required to help pupils learn.

Other developments have accompanied the growth of interest in consortium-centered, competency-based teacher education. Teacher education activities have increasingly moved from college settings to school and other educational sites. Programs have become more individualized.* The results of educational research have been more effectively integrated into preparation activities. Programs have become more democratic, as students, staff, and others have become increasingly involved in decisions which affect them and their work. While all of these developments may not be essential to consortium-centered, competency-based teacher education, all reinforce and strengthen it, and have therefore been provided for in these Standards and guidelines.*

The following points should help to put the Standards in perspective and assist in their interpretation and application:

1) In spite of years of research and development in teacher education, there is as yet no approach so demonstrably superior that its use can be mandated by official agencies. There is to a great degree an "open market" in teacher education - one in which programs develop promising approaches to be tried out along with other existing patterns. Thus most states have delegated basic decisions about the content and processes of programs to teacher education institutions. State Standards and evaluation activities insure that institutions develop programs responsibly, that the public interest and students are protected, and that institutions undertake activities within their capabilities. Candidates are prepared and recommended for certification through state-approved programs. This pattern need not change as competency-based programs are developed. Programs will still have primary responsibility for planning, selecting students, instruction, evaluation, and the like. Programs approved under the Process Standards, like the college-based programs, will recommend candidates for certification. The role of the state will be to offer assistance, provide encouragement, and maintain standards. (Cf. ORS 342.120 - 342.200)

2) These Standards - like the current Standards - assume that candidates will acquire the baccalaureate degree that is required by law before being recommended for certification.

3) These Standards are written in terms of programs that are fully operational. It is recognized that some Standards and guidelines may not apply as written to programs in the initial stages of development. Nonetheless, it seems appropriate to include them so that consortia may anticipate those areas in which planning and development will be required. **Wherever parts of programs are not operational in terms of the Standards outlined in the present document, consortia are asked to indicate their plans for meeting the Standard in question.**

4) It is anticipated that consortia may want to concentrate initially on establishing a field context which will permit the acquisition and demonstration of competence; that progress in that area will expedite modifications in the other professional components of teacher education; and that success in those two areas will provide a basis for orienting

relevant parts of the general education component towards competency development. However, this only describes the likely sequence of development, and programs are encouraged to move to a competency base as soon as possible in any area that has the capability.

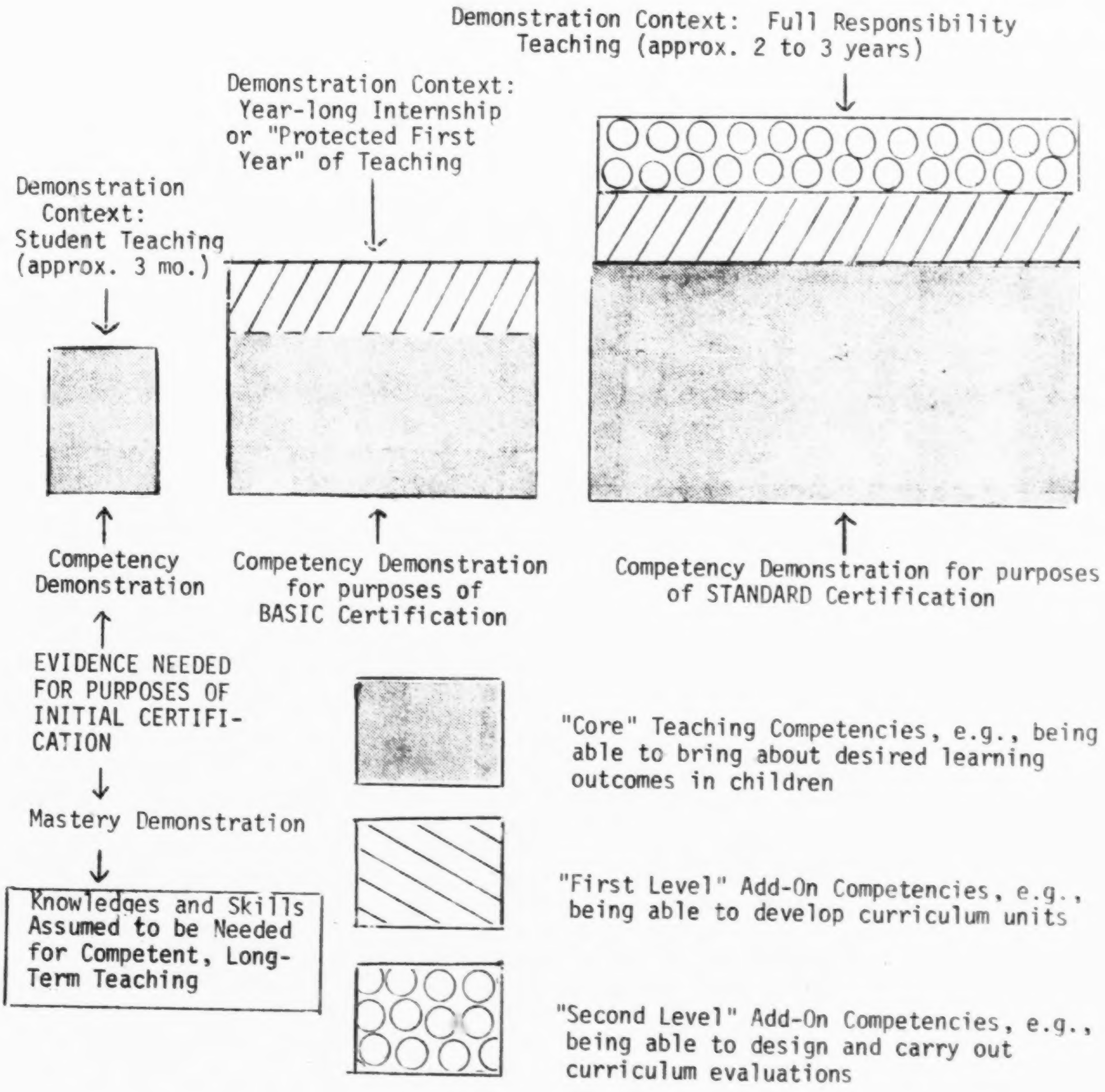
5) The ultimate measure of a teacher's performance should be the improved intellectual and emotional growth of pupils. The consensus among researchers in teacher education, however, is that it is still very difficult to make accurate assessments of such growth and that there are so many variables in most teaching situations that it is difficult to isolate that part of a student's learning for which a teacher is exclusively responsible. Thus, even in competency-based programs, many judgments about teachers will still have to be made in the areas of: (a) knowledge held by teachers that is assumed to be required for student growth; and (b) skills which teachers can demonstrate that appear to promote student learning. These Standards, however, emphasize the need to go beyond these two levels wherever possible and to develop and assess (c) competency in promoting student growth. (The above do not, of course, represent exclusive categories. Knowledge is required as teachers acquire skills, and both knowledge and skill are utilized as teachers demonstrate their competency.)

As a consequence, the Standards require that teacher education students will develop at least some measurable competencies (as defined in "c" above) in the preparation program for each position, and that gradually a larger proportion of each approved program will demonstrate results at the competency level. (See Standard B1; also "Competency-Based Educational Personnel Development" in Appendix A.)

6) Underlying the Process Standards is the assumption of three levels of certification - initial, basic and standard - with performance standards to be set for each level.

At the Initial level of Certification evidence must be provided regarding both competence in teaching and mastery of the knowledge and skills assumed to be needed to succeed in teaching. The context within which teaching competence at this level of certification is to be demonstrated is student teaching. Knowledge and skill mastery must be demonstrated outside the context of student teaching, though not necessarily before it takes place. (The rationale for requiring evidence of knowledge and skill mastery outside the context of student teaching is simply that the sample of teaching performance that can be obtained under most student teaching conditions is so limited that reliable inferences about the depth and breadth of knowledge and skills possessed cannot be made from it.) In contrast to the Initial level of Certification, Basic and Standard levels of Certification require evidence only of teaching competency. Both, however, require levels and kinds of competency demonstration that exceed those required for Initial Certification. In the Case of Basic Certification the central teaching competencies demonstrated upon entry to the profession are to be performed at a higher level, and additional competencies must be demonstrated. In the Case of Standard Certification all of the Basic Certificate competencies are to be demonstrated at a still higher level of proficiency, and new ones are to be demonstrated as well. The demonstration context prior to the Basic Certificate is a year-long teaching internship or "protected" first year of full-time employment. The demonstration context for the Standard Certificate is the first two or three years of teaching following receipt of the Basic Certificate. In-service programs that systematically bring about the competencies desired will be provided within both demonstration contexts. Figure 1 illustrates the relationship between level of certification, kind and level of competency demonstration, demonstration context, and the timeframe that accompanies the various demonstration contexts.

Figure 1. The Relationship Between Level and Kind of Competency Demonstration, Demonstration Context, and Level of Certification

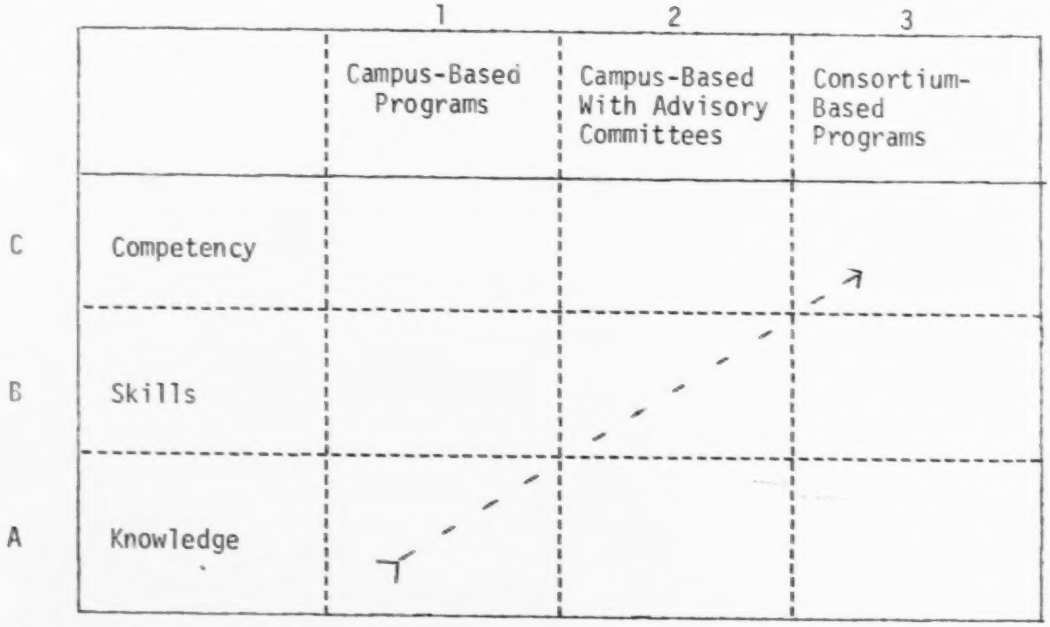

Demonstration Context: Full Responsibility Teaching (approx. 2 to 3 years)
Demonstration Context: Year-long Internship or "Protected First Year" of Teaching
Demonstration Context: Student Teaching (approx. 3 mo.)
Competency Demonstration
Competency Demonstration for purposes of BASIC Certification
Competency Demonstration for purposes of STANDARD Certification
EVIDENCE NEEDED FOR PURPOSES OF INITIAL CERTIFICATION
Mastery Demonstration
Knowledges and Skills Assumed to be Needed for Competent, Long-Term Teaching
"Core" Teaching Competencies, e.g., being able to bring about desired learning outcomes in children
"First Level" Add-On Competencies, e.g., being able to develop curriculum units
"Second Level" Add-On Competencies, e.g., being able to design and carry out curriculum evaluations

7) Inherent in the PROCESS STANDARDS is the concept of program evolution, of successive approximations to the kind of teacher education program ultimately desired. It is assumed that different consortia will develop various parts of their programs at different rates, depending on local circumstances and resources. But it is expected that gradual, measurable movement will take place toward the kinds of programs envision in these Standards.

The following chart illustrates in simplified form the proposed movement toward competency-based, consortium-centered programs. Teacher education has in the past been primarily campus-centered and has focused attention on the acquisition of knowledge which prospective teachers are assumed to require (Box A1). Most programs now devote much attention to the development of teaching skills as well as knowledge, and many are using advisory committees including practitioners from the field (Box 2B)

The PLANNING STATEMENT and PROCESS STANDARDS are intended to promote movement toward competency-based programs conducted by consortia (Box 3C). The chart indicates this intended movement schematically and enables programs to locate their present position and intended direction.

Figure 2. Proposed Movement Toward Consortium-centered, Competency-based Programs


1
2
3
Campus-Based Programs
Campus-Based With Advisory Committees
Consortium-Based Programs
C
Competency
B
Skills
A
Knowledge

These Standards are not intended to be narrowly prescriptive nor to define the substance of preservice programs. Rather, they are intended to emphasize the structures and processes by which programs are developed, implemented, evaluated and modified, and by which information about programs is reported. Use of these Standards should help insure that programs are developed through the active involvement of interested parties, that they are carefully designed to carry out their objectives,* that they focus on the development of professional competence, and that they are organized to promote effective evaluation and renewal.* The Standards and their application to Educational Personnel Development programs will be subject to constant evaluation, review, and modification. Individuals and groups are encouraged to communicate with the Teacher Standards and Practices Commission or with the State Department of Education about the Standards.

Communications may be addressed either to:

Richard Jones, Executive Secretary, Teacher Standards and Practices Commission, or
Jesse Fasold, Associate Superintendent, State Department of Education

Address for both is: 942 Lancaster Drive NE., Salem, Oregon 97310

II. STANDARDS AND GUIDELINES

A. PROGRAM PLANNING AND MANAGEMENT

Competency-based educational personnel development programs* usually have greater involvement of individuals and groups in their planning and operation than do traditional college or university teacher education programs. Thus it is especially important that within programs careful attention be given to planning and management functions. It is assumed that efficiency of operation can in the long run be enhanced by such broad involvement if programs carefully design decision-making processes, clearly state their objectives, develop effective administrative and instructional procedures, establish firm working commitments with necessary agencies, and develop effective patterns of evaluation and renewal.

Standard A1: Educational personnel development programs are jointly planned, implemented and evaluated by consortia. As defined in these Standards (See Definitions in Appendix C), a consortium includes equal representation from the following groups:

1) *professional organizations representing teachers, counselors, and other educational practitioners who deal directly with students;*

2) *school district representatives as appointed by school boards;*

3) *personnel representing institutions of higher education which prepare teachers;*

4) *students enrolled in educational personnel development programs.*

In addition, consortia may include others such as high school students, community representatives, or other professionals when it will strengthen the program.

(NOTE: The Standards are based on the assumption that the above consortium system of governance is the most satisfactory of those that have been formally proposed, and programs are urged to develop such arrangements as rapidly as possible. It is recognized, however, that the establishment of complete parity in consortia may take time; thus applications for accreditation will be considered from programs which assure an equivalent level of mutual professional influence over teacher education through other means and structures which meet the intent of these standards.)

Guidelines: Evidence in support of Standard A1 may include - but is not limited to - responses to the following:

a) What persons from each of the four groups are included in the consortium, and how were they selected by their various groups?

b) What procedures have been developed to assure that members are appropriately representing the interests of their groups and that continuous, effective communication with each group is being maintained?

c) What groups (if any) other than the four required are included in the consortium?

Standard A2: Decision-making and implementation processes are clearly defined and are understood by those involved in the consortium.

Guidelines: Evidence in support of Standard A2 may include - but need not be limited to - responses to the following:

a) How does the structure and organization of the program contribute to effective administration and instruction?

b) How is information pertaining to decisions, program, instruction, relationships, and evaluation generated, recorded, communicated, and maintained and how does it contribute to effective communication both within and beyond the program?

c) What provision is made for evaluation and renewal in the decision-making and management processes of the program?

d) Provide charts, diagrams, flow-charts and other materials which illustrate and explain the planning and management functions of the program.

e) Provide a description of the process through which a typical policy decision is made and implemented.

Standard A3: Teacher education consortia develop clear statements of program objectives, which reflect the particular needs of the schools and communities served by the program and which commit consortia to providing preparation for educational positions which exist in the schools to meet those needs. Objectives are presented in format and language which facilitate effective program operation and evaluation.*

Guidelines: Evidence in support of Standard A3 may include - but is not limited to - responses to the following:

a) What statements of objectives have been adopted by the consortium? (Copies of these should be included.)

b) By what processes and with whose involvement, were the statements drafted? To whom have they been made available? Where have they been published? In what form are they available to students?

c) What are the social and educational assumptions which underlie the program objectives?

d) What evidence can be provided that program objectives guide decisions on:

1. Positions to be prepared for
2. Knowledge, skills, and competencies to be developed
3. Selection of staff
4. Selection of students
5 Program
6. Evaluation and program renewal

Standard A4: Consortia demonstrate that they have sufficient commitment (in terms of finances, personnel, facilities, etc.) to initiate and conduct viable programs. Member institutions and agencies identify the constraints which govern their participation and indicate their plans for appropriate modification of those contraints. Consortia allocate resources and make policies within the limits which exist at any particular time.

Guidelines: Evidence in support of Standard A4 may include - but need not be limited to - responses to the following:

a) What contracts, budgets, agreements, letters or other material can be provided indicating sufficient support for - and limitations to participation in - the program? (Copies of such materials should be included with the report).

b) What evidence indicates that all parties understand and have a specific commitment to the development of consortium-centered, competency-based programs?

c) What resources (e.g. staff time, facilities, funds) have already been allocated to the program by consortium members and others, and what plans exist for the future commitment of such resources?

d) What contingencies within consortium agencies could affect future support and funding, and what provision has been made for such contingencies in planning?

Standard A5: Consortia provide the facilities, and materials required for effective functioning of the program and for the development and assessment of competencies in candidates.

Guidelines: Evidence in support of Standard A5 may include - but need not be limited to - responses to the following:

a) What buildings, facilities, and materials are available to candidates in order to help them acquire and demonstrate competencies?

b) By what procedures are needs for particular resources identified, communicated, and met?

c) Which agencies in the consortium are responsible for providing and maintaining particular resources?

d) How are various resources and their utilization evaluated, and how are changes made in response to evaluation?

Standard A6: Each consortium selects one of the above four groups as administrative agent which, through its designated representatives, assumes official responsibility for carrying out decisions of the consortium, maintaining communication with individuals and other agencies, and serving as a clearinghouse for information concerning the program. Responsibility for various elements of the program is assumed by different parties in the consortium. Each consortium determines how many members it shall have, what geographic area it shall encompass, and what its budget shall be. Each of the four groups in a consortium may participate in one or more consortia as it sees fit.*

Guidelines: Evidence in support of Standard A6 may include - but is not limited to - responses to the following:

a) Which group is the administrative agent for the consortium, and how was it selected?

b) How is responsibility for different parts of the program allocated among the various agencies in the consortium?

B. PROGRAM IMPLEMENTATION

Competency-based educational personnel development programs design their activities in terms of the positions for which personnel are being prepared. They set forth clear statements of competencies to be achieved, the knowledge and skills assumed to be needed in acquiring those competencies, and sound methods for developing and assessing these in candidates. Since candidates have differing backgrounds and strengths when entering such programs, preparation activities are of necessity individualized. Programs are based as much as possible in actual educational settings, which provide the most realistic environments for developing and evaluating the required knowledge, skills, and competencies.

A basic assumption underlying these programs is that since the personnel prepared are expected to assist in the development of democratic schools and citizens, it is essential that the preparation programs themselves provide models of democratic involvement and processes.

Standard B1: Programs identify the educational positions for which preparation is provided, specify the knowledge, skills and competencies to be developed by students preparing for those positions, and indicate the experiences provided through which students may achieve these outcomes. In all cases, an explanation is provided indicating how *knowledge and skill relate to competencies. Programs require some demonstration of competency for each position and show the means by which increasing elements of the program will move to the competency level.*

Guidelines: Evidence in support of Standard B1 may include - but is not limited to - responses to the following:

a) For what educational positions does the program provide preparation? How were these selected, and how do they relate to community needs and program resources?

b) What functions (roles) have been described for each position? (Include lists or other appropriate material.)

c) What are the competencies required for successful performance in each role or function?

d) What performance standards have been set for the successful demonstration of each competency? What indicators will the program accept as evidence that each competency has been acquired and demonstrated?

e) Through what processes, and with what involvement, have functions, competencies, performance standards, and indicators been developed?

f) What experiences (e.g. field,* simulated, instructional, research experiences) are provided for candidates to enable them to acquire and demonstrate the knowledge, skills, and competencies designated?

*Standard B2: **Programs** provide realistic field situations for purposes of instruction and assessment and integrate field work with academic study in ways which are meaningful to individual trainees.*

Guidelines: Evidence in support of Standard B2 may include - but need not be limited to - responses to the following:

a) How is the relationship of field work to other instruction dealt with in statements of program objectives? (Include appropriate documents.)

b) What varieties of field and laboratory experience are available to candidates at various stages of training; and what competencies are to be developed at each stage?

c) What provision is made which will enable candidates to find and/or create appropriate field experiences for specific preparation purposes?

d) What agency in the consortium is responsible for each field situation? (Including locating the field situation, making arrangements for its utilization, providing supervision, and evaluation.)

e) How does the program assist each candidate to learn from field experiences and to relate that learning to knowledge acquired in other settings?

Standard B3: Programs provide maximum opportunities for personnel, including students, to be involved in decisions which affect them. Systematic, fair, and responsible means are provided for making decisions, communicating information about decisions, and appealing and reviewing decisions.

Guidelines: Evidence in support of Standard B3 may include - but is not limited to - responses to the following:

a) How do the objectives of the program provide for democratic involvement of policy-makers, staff, and students?

b) What procedures are available to students individually and collectively for shaping the general program?

c) What is the representation of students on policy-making committees and working groups?

d) How are program decisions arrived at and communicated, and what provision is made for appeal and review of decisions?

e) What evidence can be given concerning actual involvement of interested parties (including students) in program decisions? (Specific examples and cases should be provided.)

f) What recommendations have been made by students, staff, and others concerning the program, and what response has been made to such suggestions?

Standard B4: Procedures are established which provide for both internal and external evaluation of the program and of the candidates completing the program. Results of such evaluations are communicated to the Oregon Board of Education at intervals no greater than five years, prior to accreditation visitations, or at such lesser intervals as the Board may establish.

Guidelines: Evidence in support of B4 may - but need not be limited to - responses to the following:

a) What specific plans for evaluation (internal and external), and program renewal have been developed and utilized? (Include copies.)

b) At what intervals do various aspects of evaluation occur?

c) Who is responsible for conducting evaluations and making recommendations?

d) To whom and in what format are the results of evaluations communicated?

e) What arrangements have been made to assure that all agencies in the consortium are actively involved in evaluation and renewal?

f) What methods are used to evaluate the performance of program graduat[illegible] and how has such evaluation influenced recruitment, selecti[illegible] preparation, and placement activities?

C. STAFF

An effective staff is central to the success of educational personnel development programs. The staff has a major role in defining objectives, planning and implementing activities, and selecting, advising, and instructing students. It is thus essential that the staff demonstrates the abilities required for these functions. The staff provides a model of democratic involvement and individual treatment of students which trainees can apply in their own work. Leadership is provided to develop the staff into a cooperatively functioning group, able to plan, implement, and evaluate an effective program.

Standard C1: ***Staff members are selected and retained on the basis of demonstrated or potential competence in effecting the outcomes expected in a competency-based program.***

Guidelines: Evidence in support of C1 may include - but need not be limited to - responses to the following:

a) How are staff members for consortium programs selected, and who is involved in the selection process?

b) What criteria (e.g. academic performance, research, experience in educational personnel development) are used in staff selection, and how is the competence of staff members for particular training roles assessed?

c) What emphasis is placed on formal academic training, on research background, and on field experience in the selection process?

d) What attention has been given to, and what success attained, in the recruitment and retention of minority and women staff members?

Standard C2: The staff has sufficient leadership and organization to function effectively as a team. Responsibilities and roles are clearly defined, and communication processes promote staff efficiency. Staff members are fully involved in decisions which affect them and their work in the program.

Guidelines: Evidence in support of Standard C2 may include - but need not be limited to - responses to the following:

a) What means have been provided to insure effective teamwork in the various activities of the consortium?

b) What formal and informal patterns of communication have been developed within the staff?

c) What arrangements have been made to insure democratic participation by staff in decisions concerning them?

Standard C3: ***Programs*** *provide continuous and effective means for individual and collective staff evaluation and renewal. Staff members and groups have adequate time for and assistance in assessing their own work and have provided opportunities to participate in activities which will improve their effectiveness.*

Guidelines: Evidence in support of Standard C3 may include - but need not be limited to - responses to the following:

a) What provisions exist for evaluating the effectiveness of staff members - by students, by staff themselves, by others within the program, and by outside evaluators?

b) At what intervals does formal evaluation of staff effectiveness take place?

c) What provisions are made by which staff members can improve their effectiveness on the basis of evaluation? (E.g., released time, financial and other assistance, supervision, support from within and outside the program.)

d) What provisions are made for collective staff renewal through evaluation, workshops, conferences, retreats, seminars, and the like?

e) What resources and support are given to research activities of staff members?

D. STUDENTS

Programs select and prepare students on the basis of criteria which indicate potential abilities in promoting pupil growth. The needs of the pupils with whom trainees will work are paramount in decisions concerning recruitment, selection, advising, instruction, and placement of candidates. Activities in relation to students are designed in accordance with program objectives, which in turn respond to social and educational needs. Students experience the humane treatment, quality of instruction, and democratic involvement which they are expected to give to their own pupils.

Standard D1: Procedures for recruitment, selection and advising of students are consistent with educational and social needs, and with program capabilities. Sufficient provision is made for the recruitment, selection and advising of minority and women candidates.

Guidelines: Evidence in support of Standard D1 may include - but need not be limited to - the following:

a) By what means has the consortium assessed educational personnel needs, and how has its planning responded to such assessment? What use has been made of information provided by government agencies, school districts, and professional associations in this process? (Include copies of studies which the program has made.)

b) What are the recruitment, selection, and advising processes used in the program? (Include statistics on applicants, selection, and rejection.)

c) What provisions have been made for advising and counseling students regarding personal and professional concerns? What use have students made of counseling resources?

d) What provision has been made for follow-up studies of graduates, and how are results of such studies used in program evaluation and modification?

e) What arrangements have been made for the recruitment and preparation of minority and women candidates? (Include statistics on applications, acceptances, rejections, program completions, and placements.)

Standard D2: Candidates receive objective evaluations of their performance and assistance in making realistic decisions on the basis of such evaluations.

Guidelines: Evidence in support of Standard D2 may include - but is not limited to - responses to the following:

a) In what ways do students acquire objective information concerning their performance?

b) What support and advice are they given in utilizing such information in planning their programs?

Standard D3: Programs are so designed that students have effective participation in identifying: positions to be prepared for, competencies to be demonstrated, standards to be applied to competency-demonstration, and contexts in which to demonstrate competencies. Students can negotiate the rate at which they may progress through the program and the learning experiences in which they will be engaged in acquiring required knowledge, skills, and competencies.

Guidelines: Evidence in support of Standard D3 may include - but is not limited to - responses to the following:

a) How is individualization provided for in statements of program objectives? (Include necessary documentation.)

b) How is the program individualized in terms of admission, advising, instruction, placement, and evaluation?

c) What provision is made by which individual candidates can initiate the identification of new positions to be prepared for, new knowledge, skills, and competencies, and new means of acquiring and demonstrating them?

d) What opportunities do students have to acquire and demonstrate their competence in situations of increasing challenge and responsibility? (E.g., with larger numbers of students, for increasing periods of time, with material of greater complexity, in situations requiring increased confidence.)

e) What means has the consortium provided for informing students of opportunities for waiving courses or experiences and for repeating experiences which have not been successful?

APPENDIX A

DEFINITIONS

These definitions have been prepared to accompany the proposed "Oregon Board of Education Planning Statement on Educational Personnel Development" and the proposed "Process Standards for Educational Personnel Development Programs." It is hoped, however, that the definitions will be applicable to other documents prepared by the Oregon Board of Education, the Teacher Standards and Practices Commission, and other Oregon agencies working in educational personnel development. Common definitions and usage should help clarify communication among those concerned with this field. In drafting this glossary, use has been made of definitions given in other Oregon documents, in materials from other states, and in documents from national organizations. It is intended that these definitions shall be consistent with the clearest current usage.

Several of the terms defined below, notably "knowledge," "skill," "function," "position," "competency" and "competent teacher" are closely related. The following may help to clarify their usage and the relationships among them. Teacher education candidates acquire knowledge bearing on teaching prior to and throughout their preparation programs. They apply this knowledge as they develop skills needed in teaching and then use a range of knowledge and several skills in carrying out particular functions or roles required in teaching. The demonstrated ability to carry out a particular function or role is referred to in the Process Standards as a demonstration of a teaching competency. A person is identified as a competent teacher when he provides satisfactory evidence that he can integrate and apply the functions or roles of a teaching position in an on-going school program. Candidates acquire and demonstrate a number of individual competencies in their pre-service program; however, they cannot be confidently identified as competent teachers until they have worked successfully in a regular teaching position for at least one year. (See the Definitions below for an explanation of each term.)

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ACCREDITATION: The systematic evaluation and approval of an educational personnel development program under standards established or accepted by the Oregon Board of Education.

ADMINISTRATIVE AGENT: That element in a teacher education consortium which is assigned the major responsibility for its decisions, coordinates its activities, maintains communication with individuals and other agencies, and serves as a clearinghouse for information concerning the program. (See "Consortium.")

ADMINISTRATIVE RULE: Rule means any agency, directive, regulation, or statement of general applicability that implements, interprets or prescribes law or policy, or describes the procedure or practice requirements of any agency. (ORS 183.310(7), Proposed Administrative Rules, when adopted by the Oregon Board of Education and filed with the Secretary of State, have the force of statute.)

ALTERNATE-ENTRY PROGRAMS: Programs which assist candidates to enter educational careers at a number of points, in addition to those usually provided in the four-year college preservice program.

APPROVED TEACHER EDUCATION PROGRAM: A preparation program in specific norm areas which is accredited by the Oregon Board of Education and which permits an institution (or consortium, under the "Process Standards") to recommend candidates for certification in those areas. Under Oregon law, these are now identified as "Standard teacher education programs."

ASSESSMENT: The process of determining the current status of an activity or program; gathering data upon which an evaluation may be made. (See "Evaluation.")

CAREER-CLUSTER PROGRAMS: Programs which introduce secondary school students to "families of occupations" in order to acquaint them with the world of work and prepare them for later specialization.

CAREER-LADDER PROGRAMS: Programs designed to assist candidates to enter educational careers at levels appropriate to their previous training and experience (e.g. as aides, tutors, assistants, and the like) and to progress toward additional levels of responsibility.

COMPETENCY: The demonstrated ability to bring about the expected outcomes of a role or function included in a job definition.

COMPETENCY-BASED EDUCATIONAL PERSONNEL DEVELOPMENT: Educational Personnel Development processes and programs which explicitly describe the positions for which preparation is provided, designate the competencies needed to perform effectively in those positions, and provide means by which candidates can acquire and demonstrate those competencies at their own individual rates.

COMPETENT TEACHER: One who has acquired and demonstrated the essential competencies of a professional position and integrates and utilizes them effectively in meeting the requirements of that position in accordance with its level and certification status. At each certification level, the teacher must also provide evidence that he has mastered the knowledge and skills assumed to be required for the development of his teaching competence at that level.

CONSORTIUM: A governing body formed by a coalition of institutions, agencies, and groups which jointly plans, implements, and evaluates an approved teacher education program. The consortium includes equal numerical representation from: (1) a school district(s); (2) an institution(s) of higher education; (3) an organization(s) whose members work directly with pupils and which is recognized by the local school board as representing teachers on consultation matters; and (4) students enrolled in an Educational Personnel Development program who have been selected by candidates in the relevant preparation program to represent them. (See "Parity.")

EDUCATIONAL PERSONNEL DEVELOPMENT: Those educational processes and experiences, either preservice or in-service, through which educational personnel are prepared and through which their performance is improved. (Oregon statutes use the term "teacher education" to refer to education programs for all educational personnel, not exclusively to those for classroom teachers. This is utilized where appropriate synonomously with "educational personnel development.")

EVALUATION: The process of appraising performance or outcomes in terms of objectives. Evaluation may be done in relation to staff, students, program, and other areas, and may be conducted from within and/or from outside an agency. (See "Assessment.")

FIELD-CENTERED ACTIVITIES: Those activities based primarily in a school, community, or setting other than in a college.

FUNCTION: The largest meaningful classification used in describing units of work within a position or job definition. (From largest to smallest, the units used in these documents are: position or job, function or role, task, action. Skills are required for completing actions and tasks; competencies are required for fulfilling functions, roles, or positions.)

GUIDELINES: Criteria or recommendations to be used in the implementation of Standards.

INDIVIDUALIZED PROGRAMS: Programs in which curricula and learning activities are developed in consultation with each candidate in response to his particular experiences, abilities, and needs. Individualized programs may vary in terms of the rate at which students learn, and/or in terms of the knowledge, skills, or competencies acquired.

NEW EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS: As used in the Process Standards, new programs are those which have not previously been approved by the Oregon Board of Education for teacher education. They would include programs involving institutions of higher education which have not previously been accredited for teacher education and those in which an approved teacher education program was moving into a new field. (For example, if a college is approved for the training of secondary teachers and joins a consortium to prepare elementary teachers, the consortium would come under the Process Standards. If a college adds a program to prepare counselors or language arts teachers, it would be covered by these Standards. However, if a college which is already approved to prepare secondary mathematics teachers proposes a major revision of its program for such teachers, it could still do so under the current Standards.

PARITY: An arrangement in which each party in a consortium has equal representation in developing policy, in planning, and in evaluating an approved teacher education program. In a parity situation, the consortium decides on those areas in which there is shared responsibility and those in which responsibility is assigned to a particular element of the consortium.

OBJECTIVE: An expected outcome, which has been formally accepted by an organization or individual to guide action.

PERFORMANCE-BASED EDUCATIONAL PERSONNEL DEVELOPMENT: A term often used interchangeably with "competency-based Educational Personnel Development," which emphasizes the outcomes of such programs, but which does not necessarily distinguish among knowledge, skill, and the ability to demonstrate job-defined effectiveness as program outcomes.

PERFORMANCE STANDARD: A criterion established by which to judge whether or not an objective has been realized.

POSITION: A certificated educational job. The position description includes the essential roles or functions required. As used in the Process Standards, "positions" in most cases parallel classifications used in the certification norms.

PREPARATION PROGRAMS: General and professional experiences which prepare educational personnel. Such programs may be based in colleges and/or in consortia.

PROCESS STANDARD: A Standard (administrative rule) which requires institutions or programs to utilize particular procedures in designing and implementing education personnel development programs. (See "Standard.")

PROFESSIONAL GROWTH PROGRAMS: Programs designed to improve the performance of inservice teachers and other educational personnel.

PROFESSIONAL ORGANIZATION: An organization of practitioners such as teachers, counselors, and others who work directly with students and which is recognized by the local school board as representing practitioners on consultation matters. (See "Consortium.")

RENEWAL: The process by which an individual or agency modifies performance on the basis of evaluation.

STANDARD: An Administrative Rule adopted by the State Board of Education and which must be met by an institution or program desiring accreditation in order to offer an approved teacher education program. In these documents "Standard" is capitalized when such state-adopted Standards are referred to.

STANDARD TEACHER EDUCATION INSTITUTION: One which meets the Standards of the Oregon Board of Education for the preparation of educational personnel for grades one through twelve. The institution has undergone a process of evaluation and accreditation accepted by the State Board of Education.

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IMPLICATIONS OF THE OREGON BOARD OF EDUCATION'S PROPOSED "PROCESS STANDARDS" FOR THE DESIGN AND OPERATION OF TEACHER EDUCATION PROGRAMS

An Outline Of Interpretive Paper #2

Adapting Program Operations To Meet The OBE Definition Of A Teacher Education Consortium

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Monmouth, Oregon
April, 1973

This paper is being prepared to help persons who are reviewing the OBE's Process Standards understand their implications for program operation. The opinions expressed within the paper are the author's own. They do not represent a consensus opinion of the OBE or the State Department of Education.

I. Background

- the Process Standards document
- the two major thrusts contained within the document, teacher education programs that are competency-based and consortium-centered
- the centrality of the idea of a consortium to the document as a whole

II. Definitions

"A governing body formed by a coalition of institutions, agencies, and groups which jointly plans, implements, and evaluates an approved teacher education program. The consortium includes equal numerical representation from: (1) a school district(s); (2) an institution(s) of higher education; (3) an organization(s) whose members work directly with pupils and which is recognized by the local school board as representing teachers on consultation matters; and (4) students enrolled in an educational personnel development program who have been selected by candidates in the relevant preparation program to represent them." (From page 2 of Appendix A in the Process Standards, "Definitions".)

"In addition consortia may include others such as high school students, community representatives, or other professionals when it will strengthen the program."

NOTE: These standards are based on the assumption that the above consortium system of governance is the most satisfactory of those that have been formally proposed, and programs are urged to develop such arrangement of complete parity in consortia may take time; thus applications for accreditation will be considered from programs which assure an equivalent level of mutual professional influence over teacher education through other means and structures which meet the intent of these Standards. (From Standard A_1, page 7 of the Process Standards.)

III. Consortium Responsibilities*

- develop (adopt? approve? ratify?) program objectives that ... (Standard A_3)
- demonstrate ... sufficient commitment (in terms of finances, personnel, facilities, etc.) to initiate and conduct viable programs (Standard A_4)

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* These are keyed to the April 12, 1973 draft of the Process Standards.

- provide the facilities and materials required for effective functioning of the program and for the development and assessment of competencies in candidates (Standard A5)
- spell out the decision-making and implementation procedures (responsibilities?) within the consortium (Standard A2)
- spell out the administrative and communication responsibilities within the consortium (Standard A6)

IV. Implications

- a federation of institutions (the consortium) is to be created; it is to be created voluntarily by the joining together of existing institutions; it is to assume responsibilities and authority heretofore assumed by one or more of its participating institutions; and it is expected that participating institutions will be both willing and able to turn over the responsibilities and authority called for.

- to carry out its responsibilities the federation must organize itself so that a teacher education program can be planned, developed and operated. This requires an organization that permits decisions to be made about program structure, content, objectives, resource allocations, etc., and that permits all that occurs in relation to the program to be sufficiently well articulated that chaos does not reign.

- not only must the federation put together and operate a teacher education program of its own making, but the program it puts together must reflect qualities that exceed those evidenced in any teacher education program that is now in operation anywhere in the nation.

- to carry out such responsibilities the federation must have access to intellectual, empirical and financial resources that exceed these typically available to teacher education programs in the state or nation.

- the federation is to be financed through the allocation of resources presently available to its participating institutions.

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V. Complicating Conditions

- depending upon the boundaries established for programs a college or university that enters consortia arrangements may end up having multiple consortia in operation, e.g., one for elementary education, one for secondary education, one for counseling, etc. How many separate consortia can a college or university manage at one time? To what extent must various consortium-centered programs within a college be coordinated?

- depending upon the boundaries established for programs, a consortia may involve one college and any number of school districts. What are the implications of such an arrangement for membership/representation in the consortia? What, operationally, does "balanced representation" mean under such circumstances?

- depending upon geographic location and commitment to the preparation of teachers a district may be faced with making a decision about participation in: a) multiple consortia with a single college, i.e., one at the elementary level, one at secondary, etc., b) participation in a single consortia with multiple colleges, or c) participation in one or more consortia with a number of colleges. What are the implications of such possible arrangements to a school district? To what extent must consortia efforts within a school district be coordinated? What is the likely tolerance of a district for multiple consortia?

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VI. Requirements For Success*

- the recognition that each participant in a consortium, as the price of opportunity to share equally in the decision making that affects the program of the consortium, is equally responsible for the success of the program that is created.

- the recognition that responsibility for program success includes responsibility for meeting the resource requirements of the program.

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* See Attachment I for additional "requirements for success" proposed by the Deans and Directors of teacher education at their April 13 meeting in Salem. The three additional requirements should precede those that appear on this and the following page.

. the recognition that the resources required for implementing a consortium-centered program will in all likelihood be limited to the resources available presently to the institutions and agencies that make up consortium.

. the recognition that if new resources are to be obtained for the support of consortium-centered programs they are likely to be obtained only on the basis of demonstrated superiority of benefits to the public at large from such programs.

. the recognition that the resources required to operate a competency based teacher education program of the kind called for in the Process Standards (see Interpretive Paper #1) will probably exceed those required to operate existing programs, and that they will be deployed in different ways.

. the recognition that there are many levels of decision making within a teacher education program, as there are within any institutionalized program of any size, and that while the spirit of the definition of a consortium should pervade all program decisions the demands of operation may be such that it is possible to meet the technical requirements of the definition only at the POLICY SETTING level.

. the recognition that consortia will vary in the way in which decisions are made and resources marshalled or utilized, and that such variation should be encouraged for at present we have no idea of how consortia-centered teacher education programs should or can best operate.

VI. The Process Standards In Perspective

While the concept of a consortium or federation of institutions that come together for common purposes has a long history, the concept of a consortium or federation of institutions for teacher education is relatively new. It represents an extension of the concept of teacher education committees that include representatives from schools and professional associations, and it has evolved only within the past five or so years. In the late 1960's the idea seemed to emerge relatively in dependently in the literature of the elementary teacher education models, in the work and philosophy of the Washington State Department of Education, in several federally supported teacher education efforts, for example, "Triple-T" and Teacher Corp programs, and in the literature and debate of teacher education bargaining agencies, particularly in metropolitan centers.

In reading the literature that has accumulated on teacher education consortia (see Chapter by Schmieder and Holowenzak in Houston and Howsam's Competency Based Teacher Education: Progress, Problems and Prospects, 1972, and Weber's Chapter in DeVault et.al. Competency Based Teacher Education: Problems and Prospects for the Decades Ahead, 1973) two forces seem to have interacted to give rise to the concept, the force of practical politics and the force of idealism. On the practical side the increasing demand for evidence of teaching competence prior to certification requires that increased time be spent by students of teaching in ongoing school contexts for practice or demonstration teaching purposes. This has led to the necessity of colleges articulating program plans and procedures with schools at a level of detail that is beyond the capability of a committee structure to handle. On the idealistic side there are the principles of participatory democracy that call for all groups affected by a decision to have opportunity to influence that decision. As stated in the introduction to the Process Standards there is also the assumption "...that teacher education will become more realistic, more effective, and more relevant if it is directly responsive to those persons who work continuously with pupils or who are preparing themselves for such work."

It is probable that the OBE proposal for consortia-centered programs emerged as a response to both thrusts, for the call for consortia-centered programs is a companion feature to the proposals that teacher education in Oregon becom competency-based. It is more democratic than most such proposals for it assigns students of teaching a role in a consortium that is equivalent to school personnel, teacher bargaining agencies and college faculty.

Madison Judson, as quoted in the Schmieder-Holowenzak Chapter referred to above (page 81-82) has cited a long list of possible advantages to consortia-centered teacher education programs. Many of the items listed seem to represent hopes rather than likely advantages, but the first three that he lists are worthy of note:

1. [Consortia] increase general economic support and economic effectiveness through mutually shared tasks, resources, and goals.
2. [Consortia] provide an expanded and renewing matrix of people, processes, products, and programs.
3. [Consortia] allow for greater differential identification of appropriate response components to meet personal and programmatic needs.

It is too soon to tell whether teacher education consortia will be able to take advantage of such "possible advantages". The data are not yet in. And it is surely too soon to tell whether the particular structure that has been proposed for consortia in Oregon will be able to do so. On the other hand, teacher education in Oregon has had a long history of colleges and schools working cooperatively in implementing teacher education programs. They also come to the task of consortia building with reasonable trust and without strong polarity. Given such a context it is likely that Oregon is as able as any other state in the nation to give the concept a good test. Hopefully it will, for it is a concept that for many reasons deserves such a test.

ATTACHMENT I

Additional Requirements For Success in Implementing a Consortium-Centered teacher education program: Recommendations of the Deans and Directors of Teacher Education, April 13, 1973

. the recognition that a consortium is the creation of a particular set of institutions that have a particular set of histories, responsibilities and constraints, and that the nature of the consortium created will necessarily reflect these characteristics

. the recognition that the nature and extent of authority exercised by a particular consortium will be determined by the institutions that create it, and that one of the first tasks to be dealt with when establishing a consortium is the delineation of the parameters of authority to be exercised by the consortium

. the recognition that the authority exercised by a consortium will vary with the vicissitudes of its founding institutions, as well as with its own success, but that the nature and extent of authority exercised at a particular point in time will always be a matter to be negotiated among the founding institutions

APPENDIX A

A FIRST APPROXIMATION TO THE TEACHING COMPETENCIES TO BE DEMONSTRATED BY ELEMENTARY TEACHERS AT OCE FOR INITIAL CERTIFICATION

ETE PROGRAM PLANNING CONFERENCE
SPRING TERM, 1973

Experimental Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon

April, 1973

TABLE I. Teaching Competencies To Be Demonstrated For
CERTIFICATION, and the Standards Set For Th

Competencies	Perfo
INSTRUCTIONAL COMPETENCY . Achieving desired learning outcomes with pupils	IN THE CONTEXT OF A FULL TIME TEACHING EXP attitudinal outcomes desired from lessons
INSTRUCTIONAL SUPPORT COMPETENCIES*	IN THE CONTEXT OF A FULL TIME TEACHING EXP
. Conveying the objectives of instruction, both cognitive and attitudinal	. The learning outcomes expected from mos and by and large they are viewed by p
. Adjusting instruction to fit a specific context, where the adjustment of instruction includes learner characteristics, teacher characteristics and characteristics of the physical setting	. The expected learning outcomes of parti particular children and particular co are adapted accordingly . The lessons presented, and the manner i instructional program of the school a
. Carrying out instruction	. Lesson initiation, transitions between and lesson terminations tend to be ef . The attention (interest, motivation) of learning activities most of the time . Instructional materials, procedures and and to good advantage . A variety of learning activities are pr levels are exercised in pupils during
. Utilizing emotion in instruction, and managing emotions in the classroom	. A variety of emotional expressions are most classroom situations involving h tively managed
. Evaluating pupils, including cognitive and attitudinal effects of instruction	. Pre- and post-lesson assessments of pu . Feedback to pupils on the results of ass thoroughness
. Defining next learning steps and the instructional procedures that attend them, given all of the above	. The content of lessons in a particular s tion, are sequenced so as to accommod [See Attachment I for the elements to be c at the level of INITIAL Certification]

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* It is recognized that instruction is always inbedded in a subject matter context, and as a co
instructional support and development competencies are performed requires an accompanying assess
are being performed.

aching Competencies To Be Demonstrated For Purposes Of INITIAL
RTIFICATION, and the Standards Set For Th : Performance

ETE Program
Oregon College of lucation
April, 19.

Performance Standards

IN THE CONTEXT OF A FULL TIME TEACHING EXPERIENCE a significant proportion of the cognitive and attitudinal outcomes desired from lessons taught are achieved by most pupils

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IN THE CONTEXT OF A FULL TIME TEACHING EXPERIENCE

. The learning outcomes expected from most lessons are understood by most pupils most of the time, and by and large they are viewed by pupils as appropriate and worthwhile

. The expected learning outcomes of particular lessons are on the whole adapted to meet the needs of particular children and particular contexts, and the materials and procedures used in instruction are adapted accordingly

. The lessons presented, and the manner in which they are presented, are in keeping with the ongoing instructional program of the school and the characteristics of the teacher presenting them

. Lesson initiation, transitions between learning activities within a lesson and between lessons, and lesson terminations tend to be effectively handled

. The attention (interest, motivation) of most pupils is able to be enlisted and maintained in most learning activities most of the time

. Instructional materials, procedures and organizational strategies tend to be used appropriately and to good advantage

. A variety of learning activities are provided for pupils, and a variety of cognitive functions and levels are exercised in pupils during the course of a day's instruction

. A variety of emotional expressions are used by a teacher in the course of a day's instruction, and most classroom situations involving high levels of emotion on the part of pupils are effectively managed

. Pre- and post-lesson assessments of pupils are carried out with reasonable efficiency and accuracy

. Feedback to pupils on the results of assessment is carried out with reasonable sensitivity and thoroughness

. The content of lessons in a particular subject area, and the procedures employed in their presentation, are sequenced so as to accommodate pupil learning from preceeding lessons

[See Attachment I for the elements to be considered in assessing instructional support competencies at the level of INITIAL Certification]

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led in a subject matter context, and as a consequence an assessment of the adequacy with which
e performed requires an accompanying assessment of the adequacy of the content carried as they

Competencies	Performa
INSTRUCTIONAL DEVELOPMENT COMPETENCIES	IN THE CONTEXT OF A CURRICULUM PLAN FOR THE F COMPETENCIES ARE TO BE DEMONSTRATED FOR INIT
. Designing and organizing curriculum	. The curriculum plan shall be judged satisf a student's ability to design and organi Attachment II for the elements to be con petencies at the level of INITIAL Certif
. Designing and organizing instruction	. The curriculum plan shall be judged satisf a student's ability to design and organi Attachment II)
. Designing and organizing evaluation	. The curriculum plan shall be judged satisf a student's ability to design and organi cation (see Attachment II)
. Matching instructor, curriculum and context	. The curriculum plan shall be judged satisf a student's ability to match curriculum (see Attachment II)
	[All such evidence is to be available before
INTERPERSONAL COMPETENCIES	IN THE CONTEXT OF THE PROFESSIONAL YEAR
. Acting responsibly in terms of the feelings, needs and wishes of others	. Evidence shall be obtained on all elements to act responsibly in view of the feeling elements to be considered in assessing in fication), and the preponderance of that
. Working constructively in task oriented situations with others	. Evidence shall be obtained on all elements to establish and maintain constructive wo Attachment III), and the preponderance of

PROPOSED STANDARDS FOR INITIAL CERTIFICATION

On the basis of the competencies and performance standards outlined above, requirements for
instructional competence, b) demonstrated success on a majority of instructional support and ins
ponderance of positive evidence as to interpersonal competence.

When the above standard has been met the candidate's instruction shall be judged competent
Elementary Education Division and one a school supervisor not directly involved with the candida
be a 30 minute video tape segment of the candidate while teaching. The judgment will focus part
tional support functions. All video-based judgments of competence will rely upon the same defin
judgments.

Performance Standards

IN THE CONTEXT OF A CURRICULUM PLAN FOR THE FULL TIME TEACHING EXPERIENCE IN WHICH TEACHING COMPETENCIES ARE TO BE DEMONSTRATED FOR INITIAL CERTIFICATION

- The curriculum plan shall be judged satisfactory or better on all elements considered in assessing a student's ability to design and organize curricula at an INITIAL level of certification (see Attachment II for the elements to be considered in assessing instructional development competencies at the level of INITIAL Certification)

- The curriculum plan shall be judged satisfactory or better on all elements considered in assessing a student's ability to design and organize instruction at an INITIAL level of certification (see Attachment II)

- The curriculum plan shall be judged satisfactory or better on all elements considered in assessing a student's ability to design and organize learning evaluations at an INITIAL level of certification (see Attachment II)

- The curriculum plan shall be judged satisfactory or better on all elements considered in assessing a student's ability to match curriculum to self and context at an INITIAL level of certification (see Attachment II)

[All such evidence is to be available before instruction may be undertaken]

IN THE CONTEXT OF THE PROFESSIONAL YEAR

- Evidence shall be obtained on all elements to be considered in assessing the tendency of a student to act responsibly in view of the feelings, needs and wishes of others (see Attachment III for elements to be considered in assessing interpersonal competencies at the level of INITIAL certification), and the preponderance of that evidence shall be positive

- Evidence shall be obtained on all elements to be considered in assessing the ability of a student to establish and maintain constructive working relationships in task oriented situations (see Attachment III), and the preponderance of that evidence shall be positive

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PROPOSED STANDARDS FOR INITIAL CERTIFICATION

ce standards outlined above, requirements for INITIAL Certification are to include a) demonstrated
n a majority of instructional support and instructional development competencies, and c) a pre-
competence.

date's instruction shall be judged competent by two independent judges, one a member of the OCE
rvisor not directly involved with the candidate. The basis for the independent judgment shall
while teaching. The judgment will focus particularly upon the candidate's performance of instruc-
s of competence will rely upon the same definitions and indicators as relied upon in field-based

ATTACHMENT I

ELEMENTS TO BE CONSIDERED IN ASSESSING INSTRUCTIONAL SUPPORT COMPETENCIES AT THE LEVEL OF INITIAL CERTIFICATION

CONVEYING THE OBJECTIVES OF INSTRUCTION

Were the learning outcomes expected from lessons understood by the pupils?
Did pupils view the expected learning outcomes as appropriate and worthwhile?

ADJUSTING INSTRUCTION TO CONTEXT

Were the objectives of instruction adapted to fit the characteristics of learning context, especially the characteristics of pupils?
Were the materials and procedures used in instruction appropriate to the learning outcomes expected and the characteristics of the learning context encountered?

Did the lessons presented fit well into the ongoing instructional program of the school, and were they consistent with established curriculum?
Did the lessons presented fit well the student who presented them?

CARRYING OUT INSTRUCTION

Were lessons initiated smoothly and effectively?
Were transitions between the learning activities within a lesson and between lessons effective?
Was the attention of pupils able to be maintained throughout and across lessons?
Were instructional materials, procedures, and organizational strategies used advantageously?
Was the termination and "wrap up" of lessons handled effectively?

Were a variety of learning activities provided for pupils?
Were a variety of cognitive functions and levels exercised in pupils?

UTILIZING AND MANAGING EMOTION

Were a variety of emotional expressions employed in teaching?
Were learning experiences adapted to utilize positive feelings in pupils, such as excitement and interest?

Were personal responses to instances of pupil emotion appropriately managed?
Were pupil responses to instances of pupil emotion appropriately managed?
Were pupil upsets and disruptions anticipated and effectively redirected?
When pupil upsets and disruptions did occur, were they appropriately managed?

EVALUATING PUPILS

Were pre- and post-lesson assessments of pupils carried out with reasonable efficiency and accuracy?
Was feedback to pupils about their performance on pre- and post-lesson assessments provided with sensitivity and thoroughness?

DEFINING NEXT STEPS

Were the content and procedures employed in lessons in a particular subject area sequenced so as to take into account what pupils learned in preceeding lessons?

ATTACHMENT II

ELEMENTS TO BE CONSIDERED IN ASSESSING INSTRUCTIONAL DEVELOPMENT COMPETENCIES AT THE LEVEL OF INITIAL CERTIFICATION

DESIGNING AND ORGANIZING CURRICULUM

Are the learning outcomes expected from each of the lessons outlined in a curriculum plan clearly stated?
Are they appropriate and worthwhile outcomes, given the characteristics of the pupils to be taught and the instructional program of the school in which teaching is to occur?
Do the learning outcomes expected included a variety of attitudinal outcomes, as well as a variety of cognitive outcomes?
Are there provisions for modifying the objectives of lessons to meet individual pupil characteristics?

Are the indicators that are to be used as evidence of successful outcome achievement identified?
Are the procedures to be used in obtaining evidence of outcome achievement identified?

Are the planned learning activities logically related to the planned learning outcomes?
Are the planned learning activities within lessons appropriately sequenced?
Are lessons appropriately sequenced?

DESIGNING AND ORGANIZING INSTRUCTION

Are the instructional materials to be used in presenting lessons clearly identified?
Are they appropriate to the learners to be taught and the learning outcomes to be achieved?
Are the organizational and instructional procedures to be used in presenting lessons clearly identified?
Are they appropriate to the learners to be taught and the learning outcomes to be achieved?

DESIGNING AND ORGANIZING EVALUATION

Are there provisions for determining where pupils stand with respect to the desired learning outcomes of each lesson before it is presented?
Are there provisions for feedback to pupils about their performance at the time lessons are being presented?
Are there provisions for determining where pupils stand with respect to the desired learning outcomes of each lesson after it has been presented?
Are there provisions for feedback to pupils about their performance after lessons are presented?

MATCHING INSTRUCTOR, CURRICULUM AND CONTEXT

Do the lessons as planned appear to be feasible and appropriate to the school setting in which they are to be presented?
Do the lessons as planned appear to be feasible and appropriate to the student who is to present them?

ATTACHMENT III

ELEMENTS TO BE CONSIDERED IN ASSESSING INTERPERSONAL COMPETENCIES AT THE LEVEL OF INITIAL CERTIFICATION

ACTING RESPONSIBLY TOWARD OTHERS

Does the student tend to act responsibly in terms of the feelings, needs and wishes of

- pupils
- peers
- school supervisor(s)
- college supervisor(s)

WORKING CONSTRUCTIVELY ON TASKS WITH OTHERS

With pupils
Is the student able to establish effective working relationships with most pupils most of the time?
Do pupils enjoy working with the student?
Do pupils respect the student?
Do pupils trust the student?

With peers
Is the student able to establish effective working relationships with most peers when the occassion demands?
Do other students enjoy working with the student?
Do other students respect the student?
Do other students trust the student?

With his school supervisor
Is the student able to establish effective working relationships with his school supervisor(s)?
Does the school supervisor enjoy working with the student?
Does the school supervisor respect the student?
Does the school supervisor trust the student?

With his college supervisor
Is the student able to establish effective working relationships with his college supervisor(s)?
Does the college supervisor enjoy working with the student?
Does the college supervisor respect the student?
Does the college supervisor trust the student?

APPENDIX B

A FIRST APPROXIMATION TO THE TEACHING COMPETENCIES TO BE DEMONSTRATED BY ELEMENTARY TEACHERS AT OCE FOR ENTRY INTO PRACTICUM TEACHING

ETE PROGRAM PLANNING CONFERENCE
SPRING TERM, 1973

Experimental Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon

April, 1973

TABLE I. Teaching Competencies To Be Demonstrated For TRY I
TEACHING, and the Standards Set For Their Performanc

Competencies	Performance
INSTRUCTIONAL COMPETENCY . Achieving desired learning outcomes with pupils	IN THE CONTEXT OF A SHORT TERM, FULL RESPONSIBIL which the cognitive and attitudinal outcomes de mined, and in a reasonable proportion of lesson learning outcomes desired
INSTRUCTIONAL SUPPORT COMPETENCIES*	IN THE CONTEXT OF A SHORT TERM, FULL RESPONSIBLIT
. Conveying the objectives of instruction, both cognitive and attitudinal	. The learning outcomes expected from most less and by and large they are viewed by pupils a
. Adjusting instruction to fit a specific context, where the adjustment of instruction includes learner characteristics, teacher characteristics and characteristics of the physical setting	. The expected learning outcomes of particular l particular children and particular contexts, are adapted accordingly . The lessons presented, and the manner in which instructional program of the school and the
. Carrying out instruction	. Lesson initiation, transitions between learnin and lesson terminations tend to be effective . The attention (interest, motivation) of most p learning activities most of the time . Instructional materials, procedures and organi and to good advantage . A variety of learning activities are provided levels are exercised in pupils during the co
. Utilizing emotion in instruction, and managing emotions in the classroom	. A variety of emotional expressions are used by most classroom situations involving high lev tively managed
. Evaluating pupils, including cognitive and attitudinal effects of instruction	. Pre- and post-lesson assessments of pupils are . Feedback to pupils on the results of assessmen thoroughness
. Defining next learning steps and the instructional procedures that attend them, given all of the above	. The content of lessons in a particular subject tion, are sequenced so as to accommodate pup [See Attachment I for the elements to be conside for entry into PRACTICUM TEACHING]

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* It is recognized that instruction is always inbedded in a subject matter context, and as a consequenc instructional support and development competencies are performed requires an accompanying assessment of are being performed.

ing Competencies To Be Demonstrated For TRY INTO PRACTICUM
ING, and the Standards Set For Their Performance

ETE Prog
Oregon College of Education
April, 1973

Performance Standards

N THE CONTEXT OF A SHORT TERM, FULL RESPONSIBILITY TEACHING EXPERIENCE (2 to 5 days) the extent to hich the cognitive and attitudinal outcomes desired from lessons have been achieved will be deter-ined, and in a reasonable proportion of lessons taught most pupils will have achieved most of the earning outcomes desired

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N THE CONTEXT OF A SHORT TERM, FULL RESPONSIBLITY TEACHING EXPERIENCE

. The learning outcomes expected from most lessons are understood by most pupils most of the time, and by and large they are viewed by pupils as appropriate and worthwhile

. The expected learning outcomes of particular lessons are on the whole adapted to meet the needs of particular children and particular contexts, and the materials and procedures used in instruction are adapted accordingly

. The lessons presented, and the manner in which they are presented, are in keeping with the ongoing instructional program of the school and the characteristics of the teacher presenting them

. Lesson initiation, transitions between learning activities within a lesson and between lessons, and lesson terminations tend to be effectively handled

. The attention (interest, motivation) of most pupils is able to be enlisted and maintained in most learning activities most of the time

. Instructional materials, procedures and organizational strategies tend to be used appropriately and to good advantage

. A variety of learning activities are provided for pupils, and a variety of cognitive functions and levels are exercised in pupils during the course of a day's instruction

. A variety of emotional expressions are used by a teacher in the course of a day's instruction, and most classroom situations involving high levels of emotion on the part of pupils are effectively managed

. Pre- and post-lesson assessments of pupils are carried out with reasonable efficiency and accuracy

. Feedback to pupils on the results of assessment is carried out with reasonable sensitivity and thoroughness

. The content of lessons in a particular subject area, and the procedures employed in their presentation, are sequenced so as to accommodate pupil learning from preceeding lessons

[See Attachment I for the elements to be considered in assessing instructional support competencies for entry into PRACTICUM TEACHING]

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in a subject matter context, and as a consequence an assessment of the adequacy with which
erformed requires an accompanying assessment of the adequacy of the content carried as they

Competencies	Performance
INSTRUCTIONAL DEVELOPMENT COMPETENCIES	IN THE CONTEXT OF A CURRICULUM PLAN FOR A SHORT T
. Designing and organizing curriculum	. The curriculum plan shall be judged satisfacto a student's ability to design and organize c (see Attachment II for the elements to be co competencies at this level)
. Designing and organizing instruction	. The curriculum plan shall be judged satisfacto a student's ability to design and organize i (see Attachment II)
. Designing and organizing evaluation	. The curriculum plan shall be judged satisfacto a student's ability to design and organize l demonstration (see Attachment II)
. Matching instructor, curriculum and context	. The curriculum plan shall be judged satisfacto a student's ability to match curriculum to s tion (see Attachment II)
	[All such evidence is to be available before inst

PROPOSED STANDARDS FOR ENTRY INTO PRACTICUM TEACHING

On the basis of the competencies and performance standards outlined above, requirements for ENTRY I instructional competence, and b) demonstrated success on a majority of instructional support and instruct

Performance Standards

IN THE CONTEXT OF A CURRICULUM PLAN FOR A SHORT TERM, FULL RESPONSIBILITY TEACHING EXPERIENCE

- The curriculum plan shall be judged satisfactory or better on all elements considered in assessing a student's ability to design and organize curricula at this level of competency demonstration (see Attachment II for the elements to be considered in assessing instructional development competencies at this level)

- The curriculum plan shall be judged satisfactory or better on all elements considered in assessing a student's ability to design and organize instruction at this level of competency demonstration (see Attachment II)

- The curriculum plan shall be judged satisfactory or better on all elements considered in assessing a student's ability to design and organize learning evaluations at this level of competency demonstration (see Attachment II)

- The curriculum plan shall be judged satisfactory or better on all elements considered in assessing a student's ability to match curriculum to self and context at this level of competency demonstration (see Attachment II)

[All such evidence is to be available before instruction may be undertaken]

PROPOSED STANDARDS FOR ENTRY INTO PRACTICUM TEACHING

e standards outlined above, requirements for ENTRY INTO PRACTICUM TEACHING are to include a) demonstrated s on a majority of instructional support and instructional development competencies.

ATTACHMENT I

ELEMENTS TO BE CONSIDERED IN ASSESSING INSTRUCTIONAL SUPPORT COMPETENCIES FOR ENTRY INTO PRACTICUM TEACHING

CONVEYING THE OBJECTIVES OF INSTRUCTION

Were the learning outcomes expected from lessons understood by the pupils?
Did pupils view the expected learning outcomes as appropriate and worthwhile?

ADJUSTING INSTRUCTION TO CONTEXT

Were the objectives of instruction adapted to fit the characteristics of learning context, especially the characteristics of pupils?
Were the materials and procedures used in instruction appropriate to the learning outcomes expected and the characteristics of the learning context encountered?

Did the lessons presented fit well into the ongoing instructional program of the school, and were they consistent with established curriculum?
Did the lessons presented fit well the student who presented them?

CARRYING OUT INSTRUCTION

Were lessons initiated smoothly and effectively?
Were transitions between the learning activities within a lesson and between lessons effective?
Was the attention of pupils able to be maintained throughout and across lessons?
Were instructional materials, procedures, and organizational strategies used advantageously?
Was the termination and "wrap up" of lessons handled effectively?

Were a variety of learning activities provided for pupils?
Were a variety of cognitive functions and levels exercised in pupils?

UTILIZING AND MANAGING EMOTION

Were a variety of emotional expressions employed in teaching?
Were learning experiences adapted to utilize positive feelings in pupils, such as excitement and interest?

Were personal responses to instances of pupil emotion appropriately managed?
Were pupil responses to instances of pupil emotion appropriately managed?
Were pupil upsets and disruptions anticipated and effectively redirected?
When pupil upsets and disruptions did occur, were they appropriately managed?

EVALUATING PUPILS

Were pre- and post-lesson assessments of pupils carried out with reasonable efficiency and accuracy?
Was feedback to pupils about their performance on pre- and post-lesson assessments provided with sensitivity and thoroughness?

DEFINING NEXT STEPS

Were the content and procedures employed in lessons in a particular subject area sequenced so as to take into account what pupils learned in preceeding lessons?

ATTACHMENT II

ELEMENTS TO BE CONSIDERED IN ASSESSING INSTRUCTIONAL DEVELOPMENT COMPETENCIES FOR ENTRY INTO PRACTICUM TEACHING

DESIGNING AND ORGANIZING CURRICULUM

Are the learning outcomes expected from each of the lessons outlined in a curriculum plan clearly stated?
Are they appropriate and worthwhile outcomes, given the characteristics of the pupils to be taught and the instructional program of the school in which teaching is to occur?
Do the learning outcomes expected included a variety of attitudinal outcomes, as well as a variety of cognitive outcomes?
Are there provisions for modifying the objectives of lessons to meet individual pupil characteristics?

Are the indicators that are to be used as evidence of successful outcome achievement identified?
Are the procedures to be used in obtaining evidence of outcome achievement identified?

Are the planned learning activities logically related to the planned learning outcomes?
Are the planned learning activities within lessons appropriately sequenced?
Are lessons appropriately sequenced?

DESIGNING AND ORGANIZING INSTRUCTION

Are the instructional materials to be used in presenting lessons clearly identified?
Are they appropriate to the learners to be taught and the learning outcomes to be achieved?
Are the organizational and instructional procedures to be used in presenting lessons clearly identified?
Are they appropriate to the learners to be taught and the learning outcomes to be achieved?

DESIGNING AND ORGANIZING EVALUATION

Are there provisions for determining where pupils stand with respect to the desired learning outcomes of each lesson before it is presented?
Are there provisions for feedback to pupils about their performance at the time lessons are being presented?
Are there provisions for determining where pupils stand with respect to the desired learning outcomes of each lesson after is has been presented?
Are there provisions for feedback to pupils about their performance after lessons are presented?

MATCHING INSTRUCTOR, CURRICULUM AND CONTEXT

Do the lessons as planned appear to be feasible and appropriate to the school setting in which they are to be presented?
Do the lessons as planned appear to be feasible and appropriate to the student who is to present them?

APPENDIX C

A FIRST APPROXIMATION
TO THE TEACHING COMPETENCIES TO BE DEMONSTRATED BY ELEMENTARY TEACHERS AT OCE FOR ENTRY INTO SHORT TERM, FULL RESPONSIBILITY TEACHING

ETE PROGRAM PLANNING CONFERENCE
SPRING TERM, 1973

Experimental Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon

April, 1973

BLE III. Teaching Competencies To Be Demonstrated For ENTRY INTO .ORT
TEACHING, and the Standards Set For Their Performance

Competencies	Performan
INSTRUCTIONAL COMPETENCY . Achieving desired learning outcomes with pupils	IN THE CONTEXT OF FORMAL LESSON TEACHING (a min attitudinal outcomes desired from lessons have of the three lessons taught most pupils will h
INSTRUCTIONAL SUPPORT COMPETENCIES*	IN THE CONTEXT OF FORMAL LESSON TEACHING
. Conveying the objectives of instruction, both cognitive and attitudinal	. The learning outcomes expected from the less they are viewed by pupils as appropriate a
. Adjusting instruction to fit a specific context, where the adjustment of instruction includes learner characteristics, teacher characteristics and characteristics of the physical setting	. The expected learning outcomes of particular particular children and particular context are adapted accordingly . The lessons presented, and the manner in whi instructional program of the school and th
. Carrying out instruction	. The attention (interest, motivation) of most of the learning activities engaged in with . Instructional materials, procedures and orga and to good advantage
. Evaluating pupils, including cognitive and attitudinal effects of instruction	. Pre- and post-lesson assessments of pupils a . Feedback to pupils on the results of assessm thoroughness
. Defining next learning steps and the instructional procedures that attend them, given all of the above	. Appropriate next learning steps for pupils c
	[See Attachment I for the elements to be consid at this level of competency demonstration]

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* It is recognized that instruction is always inbedded in a subject matter context, and as a consequer instructional support and development competencies are performed requires an accompanying assessment of are being performed.

etencies To Be Demonstrated For ENTRY INTO ORT TERM, FULL RESPONSIBILITY
the Standards Set For Their Performance

ETE Program
Oregon College of Education
April, 1973

Performance Standards

IN THE CONTEXT OF FORMAL LESSON TEACHING (a minimum of three) the extent to which the cognitive and attitudinal outcomes desired from lessons have been achieved will be determined, and in at least one of the three lessons taught most pupils will have achieved most of the learning outcomes desired

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IN THE CONTEXT OF FORMAL LESSON TEACHING

. The learning outcomes expected from the lessons are understood by most pupils, and by and large they are viewed by pupils as appropriate and worthwhile

. The expected learning outcomes of particular lessons are on the whole adapted to meet the needs of particular children and particular contexts, and the materials and procedures used in instruction are adapted accordingly
. The lessons presented, and the manner in which they are presented, are in keeping with the ongoing instructional program of the school and the characteristics of the teacher presenting them

. The attention (interest, motivation) of most pupils is able to be enlisted and maintained in most of the learning activities engaged in within the three lessons
. Instructional materials, procedures and organizational strategies tend to be used appropriately and to good advantage

. Pre- and post-lesson assessments of pupils are carried out with reasonable accuracy
. Feedback to pupils on the results of assessment is carried out with reasonable sensitivity and thoroughness

. Appropriate next learning steps for pupils can be described if requested

[See Attachment I for the elements to be considered in assessing instructional support competencies at this level of competency demonstration]

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in a subject matter context, and as a consequence an assessment of the adequacy with which performed requires an accompanying assessment of the adequacy of the content carried as they

Competencies	Performance
INSTRUCTIONAL DEVELOPMENT COMPETENCIES	IN THE CONTEXT OF A LESSON PLAN
. Designing and organizing lessons	. The plan shall be judged satisfactory or bett ability to design and organize lessons at t II for the elements to be considered in ass level of INITIAL Certification)
. Designing and organizing instruction	. The plan shall be judged satisfactory or bett ability to design and organize instruction Attachment II)
. Designing and organizing evaluation	. The plan shall be judged satisfactory or bett ability to design and organize learning eva (see Attachment II)
. Matching instructor, lesson and context	. The plan shall be judged satisfactory or bett ability to match lessons to self and contex Attachment II)
	[All such evidence is to be available before ins

PROPOSED STANDARDS FOR ENTRY INTO SHORT TERM, FULL RESPONSIBI

On the basis of the competencies and performance standards outlined above, requirements for ENTRY to include: a) demonstrated instructional competence, and b) demonstrated success on a majority of ins competencies when summed across three or more lessons.

Performance Standards

THE CONTEXT OF A LESSON PLAN

The plan shall be judged satisfactory or better on all elements considered in assessing a student's ability to design and organize lessons at this level of competency demonstration (see Attachment II for the elements to be considered in assessing instructional development competencies at the level of INITIAL Certification)

The plan shall be judged satisfactory or better on all elements considered in assessing a student's ability to design and organize instruction at this level of competency demonstration (see Attachment II)

The plan shall be judged satisfactory or better on all elements considered in assessing a student's ability to design and organize learning evaluations at this level of competency demonstration (see Attachment II)

The plan shall be judged satisfactory or better on all elements considered in assessing a student's ability to match lessons to self and context at this level of competency demonstration (see Attachment II)

l such evidence is to be available before instruction may be undertaken]

DS FOR ENTRY INTO SHORT TERM, FULL RESPONSIBILITY TEACHING

dards outlined above, requirements for ENTRY INTO SHORT TERM, FULL RESPONSIBILITY TEACHING are
b) demonstrated success on a majority of instructional support and instructional development

ATTACHMENT I

ELEMENTS TO BE CONSIDERED IN ASSESSING INSTRUCTIONAL SUPPORT COMPETENCIES FOR ENTRY INTO SHORT TERM, FULL RESPONSIBILITY TEACHING

CONVEYING THE OBJECTIVES OF INSTRUCTION

Were the learning outcomes expected from a lesson understood by pupils?
Did pupils view the expected learning outcomes as appropriate and worthwhile?

ADJUSTING INSTRUCTION TO CONTEXT

Were the objectives of a lesson adapted to fit the characteristics of the learning context, especially the characteristics of pupils?
Were the materials and procedures used in a lesson appropriate to the learning outcomes expected and the characteristics of the learning context encountered?

Did the lesson fit well into the ongoing instructional program of the school, and was it consistent with established curriculum?
Did the lesson fit well the student who presented it?

CARRYING OUT INSTRUCTION

Was the attention of pupils able to be maintained throughout the lesson?
Were instructional materials, procedures, and organizational strategies used advantageously?

EVALUATING PUPILS

Were pre- and post-lesson assessments of pupils carried out with reasonable accuracy?
Was feedback to pupils about their performance on pre- and post-lesson assessments provided with reasonable sensitivity and thoroughness?

DEFINING NEXT STEPS

When asked, is the student able to describe appropriate next learning steps for pupils following the completion of a lesson?

ATTACHMENT II

ELEMENTS TO BE CONSIDERED IN ASSESSING INSTRUCTIONAL DEVELOPMENT COMPETENCIES FOR ENTRY INTO SHORT TERM, FULL RESPONSIBILITY TEACHING

DESIGNING AND ORGANIZING CURRICULUM

Are the learning outcomes expected from the lessons clearly stated in the lesson plan?
Are they appropriate and worthwhile outcomes, given the characteristics of the pupils to be taught and the instructional program of the school in which teaching is to occur?
Do the learning outcomes expected included attitudinal outcomes as well as cognitive outcomes?
Are there provisions for modifying the objectives of the lesson to meet individual pupil and setting characteristics?

Are the indicators that are to be used as evidence of successful outcome achievement identified?
Are the procedures to be used in obtaining evidence of outcome achievement identified?

Are the planned learning activities within the lesson logically related to the planned learning outcomes?
Are the planned learning acitivities within the lesson appropriately sequenced?

DESIGNING AND ORGANIZING INSTRUCTION

Are the instructional materials to be used in presenting the lesson clearly identified?
Are they appropriate to the learners to be taught and the learning outcomes to be achieved?
Are the organizational and instructional procedures to be used in presenting the lesson clearly identified?
Are they appropriate to the learners to be taught and the learning outcomes to be achieved?

DESIGNING AND ORGANIZING EVALUATION

Are there provisions for determining where pupils stand with respect to the desired learning outcomes of the lesson before it is presented?
Are there provisions for feedback to pupils about their performance at the time the lesson is being presented?
Are there provisions for determining where pupils stand with respect to the desired learning outcomes of the lesson after is has been presented?
Are there provisions for feedback to pupils about their performance after the lesson has been presented?

MATCHING INSTRUCTOR, CURRICULUM AND CONTEXT

Does the lesson as planned appear to be feasible and appropriate to the school setting in which it is to be presented?
Does the lesson as planned appear to be feasible and appropriate to the student who is to present it?

PART IV

ESTIMATED RESOURCE REQUIREMENTS FOR THE ASSESSMENT OF TEACHING COMPETENCE THROUGH INITIAL CERTIFICATION

A Proposal of the Program Planning Conference
Experimental Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon

April 10, 1973

TASKS INVOLVED IN THE ASSESSMENT OF TEACHING COMPETENCE IN THE PROPOSED ETE PROGRAM, AND PROJECTIONS AS TO THE TIME REQUIRED FOR THEIR PERFORMANCE ON A PER STUDENT BASIS

	ESTIMATED AVERAGE TIME REQUIREMENTS			
TASKS	Provisional Teaching	Lesson Teaching (Minimum of 3 lessons)	Full-Day Teaching (Minimum of 2 consecutive days)	Short Term, Full Responsibility Teaching (Minimum of 2 consecutive weeks*)
Negotiating the teaching context, and what is to be taught				
. College supervisor	optional	1/2 hr. per lesson	1/2 hr. per day of teaching	1 hr. per wk. of teaching
. School supervisor	1/2 hr. per wk. for 6 wks.	1/2 hr. per lesson	1/2 hr. per day of teaching	2 1/2 hrs. per wk. of teaching
. Content specialist	optional	optional	optional	optional
Reviewing and revising the teaching plan until performance standards are met				
. College supervisor	--	1/2 hr. per lesson plan	1 hr. per teaching plan	2 hrs. per teaching pla
. School supervisor	--	1/2 hr. per lesson plan	1 hr. per teaching plan	2 hrs. per teaching pla
. Content specialist	--	optional	optional	optional
Documenting approval of the teaching plan				
. College supervisor	--	1/4 hr. per lesson plan	1/4 hr. per lesson plan	1/4 hr. per lesson plan
. School supervisor	--	1/4 hr. per lesson plan	1/4 hr. per lesson plan	1/4 hr. per lesson plan
. Content specialist	--	1/4 hr. per lesson plan if a plan is reviewed	1/4 hr. per lesson plan if a plan is reviewed	1/4 hr. per lesson plan if a plan is reviewed
Supervising (preparing for, assessing, instructing, conferencing in relation to) the teaching experience				
. College supervisor	1/2 hr. per wk for 6 wks.	1 hr. for 1 of the 3 lessons **	1 hr. for each full day of teaching	2 hrs. on 2 separate occasions

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* Demonstrated through student teaching or its equivalency

** The approximate time allowed during the first year of program operation. Is this sufficient?

TASKS	ESTIMATED AVERAGE TIME REQUIREMENTS			
	Provisional Teaching	Lesson Teaching (Minimum of 3 lessons)	Full-Day Teaching (Minimum of 2 consecutive days)	Short Term, Full Responsibility Teaching (Minimum of 2 consecutive weeks)
. School supervisor	1 hr. per wk. for 6 wks.	1 hr. for each of the 3 lessons	3 hrs. each full day of teaching	3 hrs. each full day of teacing
. Content specialist	optional	optional	optional	optional
Documenting performance in the teaching experience				
. College supervisor	--	1/4 hr. per lesson observed	1/4 hr. per period of observation	1/4 hr. per period of observation
. School supervisor	--	1/4 hr. per lesson	1/4 hr. per teaching day	1/4 hr. per teaching day
. Content specialist	--	1/4 hr. per lesson for all lessons observed	1/4 hr. per period of observation, if observations were made	1/4 hr. per period of observation, if observations were made
Reviewing demonstrated performance in the teaching experience against required performance standards (to be done jointly by the college supervisor, the school supervisor, the student and the content specialist if appropriate)	--	1/2 hr. after the completion of the 3rd lesson	1 hr. after the completion of the 2nd day of teaching	1 hr. after the completion of the first week of teaching and one hr. after the second
If needed, recycling the teaching experience until performance standards are achieved or until a decision is reached that they need not be achieved	--	See estimates above	See estimates above	See estimates above

APPENDIX C: GARRISON'S "WORM's EYE" VIEW

The material enclosed represents a relaxing and informative history of the causes and effects relating to the development of the Oregon College of Education Elementary Teacher Education Program.

OCE ELEMENTARY TEACHER EDUCATION PROGRAM
Garrison's "Worms Eye" View
A Historical Perspective

Oregon College of Education has been actively involved in the education of elementary teachers for a great many years. At one time virtually the sole purpose of this institution was the training or education of elementary teachers. This led to a collection of faculty members who, for the most part, had previous experience in working in the public schools at the elementary level. The members of the various departments had some awareness of the functions of the public elementary schools and were able to relate the instruction in humanities, science, art, music, etc., to the performance demands made on their students when they entered the teaching profession.

As the purposes of college broadened the singular purpose of the institution and the coherent background of the faculty became less focused on elementary education. The inclusion of the education of teachers at the junior and senior high level lent itself to a selection of faculty members in the content areas who were more specialized and subsequently less experienced, and in some cases interested in the preparation of teachers at the elementary level. While this had one desirable component in attracting a more "competent" scholar, it implied a different structuring of the courses for the elementary major, if the ability of the student to perform in a public school classroom remained as one paramount purpose of the college.

The Campus Elementary School served during this period of time as virtually the sole field experience for the elementary teacher. It had the advantage of being immediately available, staffed by competent and knowledgable teachers, and committed to the induction of the college student into the teaching profession. The general operating philosophy was that the appropriate materials, techniques, and procedures would be studied in regular college session and the C. E. S. would serve as a location for initial application and testing of the ideas gained in the college class. Student teaching grew quite naturally out of the short term earlier arrangements in that finally the student would be assigned to one of the elementary classroom supervisors associated with the college and the bulk of this effort for some period of time would be concentrated on developing the ability to carry out classroom intruction. While this arrangement may have raised some questions about "realism" of practicing teaching in a school closely related to college, the impetus to alter the program came not from curricular questions about students but from the simple impossibility of continuing this pattern in face of the rapid growth of Oregon College of Education.

Elementary student teachers were placed in off-campus public school settings in large numbers starting in approximately 1960. The number or percentage of student teachers placed off-campus has steadily increased since that time. The supervision of the student teachers in public schools was carried out by regular OCE faculty members whose assignment was in the Education and Psychology Departments or more specifically in the Elementary Education Division. As the professors visited the students in their public school setting a number of perceptions emerged.

1. Students, in attempting to gain feedback about their performances in the public school setting, tended to center their questions upon their ability to perform according to the prescription or recommedation encountered in his college classes. This lead to questions concerning class. As the student became anxious about his own behavior, he became increasingly less aware of the behavior of his pupils.
2. The college students and in many cases the regular classroom supervisors tended to view the pre-service instruction as being somewhat isolated from reality, often excessively idealistic, and not particularly useful to the college student in his student teaching assignment.
3. The students tended to report a high degree of redundancy in their pre-service courses dealing with education. They reported a great deal of emphasis on readiness, transfer of learning, and an excessive number of examples dealing with young children rather than with the range of children with whom they were working.
4. The professors felt that the effective student teachers neither complied with the recommendation suggested in earlier courses, nor demonstrated a high degree similarity in their teaching style. The student teachers perceived as effective tended to "violate" some recommendations and prescriptions taught in the college classroom and commonly found in educational literature of the time.
5. The students increasingly reported that the required courses in content areas not only did not deal with elementary eduation, but did not appear to have any relationship to the performance demands made upon them in the public school classroom.

THE BLOCK PROGRAM

It was decided in about 1961 to make some program adaptation to students perception, the public school's perception, and the professor's perception of the elementary education program at OCE. The initial decision was to attempt to group the courses in elementary education into "blocks" of time. This would enable the redundance to be minimized, it would enable the instructors to become better aquatined with the students and might in some sense provide for more meaningful early experiences with children. The initial design placed educational psychology (both learning and evaluation) with a portion of ed media inot one nine hour block. The second nine hour block was comprised largely of the methods and materials courses in language arts, social science, science, math and the remainder of the AV course.

Certain advantages were seen to accrue to this program decision.

1. The block instructors were in direct contact with a limited number of elementary majors. This built a more personal and more effective

relationship between college instructors and students. It afforded a setting where students' questions and perceptions could be entertained with more insight and perhaps patience than occured when the college instructor's assignment involved anywhere from 150-250 students in his various courses.

2. The students enrolled in the Block program were placed in public school settings for one-half day per week. This reduced the number of students in the Campus school setting and enabled a shift to occur from observation and analysis to participation and application of material covered in the block courses. It further provided a feed-back system to the block instructors which enabled them to adapt the course content to the perceived problems and issues faced by the block students and public school teachers in the day to day operation of the elementary school classroom. It enabled the campus school to focus more heavily on the student teaching aspect of the program without the frequent disruption of large groups of observers from the various methods and psychology courses on campus.

3. Students reported less repetiveness and less redundancy in their course experience. It seemed that the block would enable students and instructors to deal simaltaneously with strategies and procedures and the settings in which the strategies and procedures might seem appropriate. In this way, the instruction would be viewed as less "theoretical" by the student since he would be able to look at both the problem, and the tentative solution, and test the feasability of the approach for him in his public school setting.

4. A meaningful cooperative relationship with the public school personnel was being built as one of the program concomitants. This led not only to better opportunities for the students, but to a program of mutual cooperation whereby the college program was more sensitive to the operation of the public school classroom, and public school teachers were more aware of the on-campus component of the program. In this sense there was less differentiation and less isolation of the preservice and inservice experiences of the college student.

The general feeling and general assesment of the decision to block courses was that it was a step in the right direction. In the next two or three years of program operation a number of problems or limits became apparent. Included amoung these limits are:

1. The field experience for the college students needed to be scheduled on a one-half day per week basis. This lead to a high degree of bit-teaching of specific lessons and limited the students opportunity to do either lead-in work or follow-up work. Teaching became defined as a single episode occuring in a limited amount of time. This pressured the student to search in his college course for the type of instruction which would enable him to function well in the type of setting defined. It lead to requests for specific techniques and approaches to enable the student to appear to be an effective teacher. It competed with the long-range, more inclusive, or more general content seen as important by the college instructors and participating public school personnel.

2. An attempt to increase the field experience caused students to be absent from the other classes in which he was enrolled.

3. The methods and materials courses in music, art and PE were seen as unrelated to the block and to some extent were seen by the students as being unrelated to their vocational role.
4. The most pervasive problem seen by the personnel in the program, was that the expectancies and criterion by which students were assessed were unclear. They tended to vary a great deal with individual instructors, individual students, or public school personnel. The assessment and grading system which might have been acceptable in "regular" campus courses seemed very limited and inappropriate to the types of learning experiences occurring in the block program.

It is not possible to give an exact date or place in time when the next series of program adaptations occurred. However carrying out the block program over a period of some seven or eight years, certain program adaptations were made in an effort to respond to the limitations spelled out in the previous paragraph. These adaptations included the following:

1. A "formalized" procedure to assist the student in becoming acquainted with his own personality and style characteristics. The tendency of students to imitate the teachers with whom they were closely associated was seen, for the most part as being unproductive. It was assumed that if the student were more aware of his own characteristics and more accepting of his own basic make-up, he would then procede to attempt to employ this as a major component in decisions about teaching. The implementation of this program was seen as a logical function of the student's block instructor.
2. An enrollment procedure designated as "special block" grouped together the 9-hour block and specified sections to other methods and material courses required in the elementary major's program. This logistic arrangement enabled the instructors to vary the frequency and duration of laboratory experiences without asking the student to be absent from other classes. The rigidity of the 18 hours also precluded the inclusion of all students since it would be impossible for them to clear full-time for one quarter.
3. The instruction, especially in the areas of social science, science, math and language tended to merge the content areas and concentrate more on generic approaches which might be used in all subject areas. The approaches included an examination of "new" strategies such as inquiry, discovery, high level thinking and higher level questioning approaches.
4. Block scheduling was constructed in a manner which would involved a group of 40 to 50 block students assigned to two college profs. The feeling was that this type of team teaching arrangement would allow the college instructors to capitalize on their own special strengths and instructional areas without isolating their instructional area from that of their associate teacher. It further served as an inservice program to broaden the awareness of the college prof with whom he would choose to become most closely identified in the individual instruction and conferences which increasingly became a feature of the instructional program.

THE EXPERIMENTAL TEACHER EDUCATION PROGRAM

A number of problems and conditions existed in around 1970 which pushed for a further alteration of the elementary teacher education program at Oregon College of Education. There was a strong national interest as well as local interest in attempting to define more clearly the competencies which teachers seem to need. The idea of accountability logically related to this and became increasingly important at all instructional levels. The OCE faculty had been deeply involved in the model teacher education program sponsored by the U.S. Office of Education and participated in the design of the Comfield model which seemed for the most part congruent with the national emphasis. The college itself had grown to approximately 3500 students and was facing a period where there would apparently be a decline in college population. The relaxation of the necessity to increase the size of the program year after year, to find new field settings and new faculty and to carry out a program of faculty inservice training, lent itself to the idea of more careful design and assessment of the OCE elementary program. The last major condition was the effort on the part of the state of Oregon to redefine certification of teachers more clearly in terms of competencies and, as a concommittant, the reduction or elimination of lists of specified courses and content area hours which must be achieved.

There was a formal effort made at this time to devise an experimental teacher education program. This program was to be carried out by a limited number of faculty and college students during a one year period. A large number of meetings were scheduled starting in early spring of 1972 designed to include the people who might be involved in carrying out the program. The rationale, design, format, and structure of the program emerged gradually over the next several months of work and the program was officially started in the fall quarter of 1972.

The format of the program was virtually identical to the special block format which had been in existence for a few years. There was, however, a conscious effort to build more of a team arrangement between the elementary ed division and "content specialists" who were teaching the related methods courses in the other academic areas. Included in the personnel was an evaluation team consisting of an educational researcher and educational psychologist. This team participated from the outset in the program design, the definition of criteria, and functioned especially to develop a much more specific and formalized assessment program. This served not only to track individual students through the program, but also to enable the program to be more adaptive to the day to day conditions which occur. The program design survey identified 14 goals which serve to guide decision making and evaluation as the program was carried out.

Goal 1. Alter the schedule so as to make it possible for students to participate in meaningful activities in the public schools throughout the term.
Goal 2. Provide students greater opportunities to participate in decision making.
Goal 3. Provide students greater opportunity to negotiate whatever it is that affects them as individuals.
Goal 4. Provide for early assessment of each students teaching competencies, i.e., before student teaching or interning.
Goal 5. Create conditions which enable college instructors to learn more about what their colleagues do in related courses.

Goal 6. Combine the instructional talents of college faculty members and school supervisors in ways which benefit the student (for example, joint college-high school demonstrations of particular instructional methods).

Goal 7. Provide opportunities for students and college faculty to try out ideas effectively in the public schools.

Goal 8. Provide faculty and students with information about instructional programs so that corrective action can be taken during the term.

Goal 9. Provide students with information about their own performance so that they may take corrective action during each term.

Goal 10. To individualize instruction through the use of self-instructional materials and procedures.

Goal 11. To individualize instruction by emphasizing ability and outcome rather than attendance and participation.

Goal 12. Free students and faculty from 50-minute periods, clock-bound features of the college class schedule, insofar as possible.

Goal 13. Provide school supervisors greater opportunity to influence the OCE teacher education program.

Goal 14. Provide students increased opportunity to work with pupils with different cultural or educational backgrounds (not simply different grade levels).

Seven functions were identified as serving the purpose of basically defining the operation of the elementary school classroom. These functions were described as nearly as possible in specific behavioral terms. They include:

A. The student will be able to select, and describe teaching objectives in terms which are clear, concise, amenable to evaluation, and congruent with community goals.

B. The student will demonstrate his ability to adapt instruction to the interests, abilities and learning styles appropriate to himself and his pupils.

C. The student will demonstrate that he is able to select strategies for instruction which logically support the stated learning outcomes.

D. The student will demonstrate that he can make appropriate choices of classroom organization and materials to facilitate his instruction.

E. The student will demonstrate in public school settings that he is able to perform actual teaching utilizing the objectives, strategies, and materials identified above.

F. The student will utilize appropriate criterion measures to determine whether his stated objectives have been met.

G. The student will demonstrate his ability to plan for a follow-through on a logical interpretation of a given teaching demonstration based on the performance and process data gathered in Objective F.

Students were required to perform three lessons and one "short term, full responsibility" episode in their laboratory setting. Evaluation guides were created to facilitate assessment of these demonstrations in terms of the functions defined earlier. The instructional format of both blocks was organized around the functions and the related content areas with a heavy emphasis on reading in the first block. The students were to negotiate the specific components of their demonstrations including the time, specific content, age and number of students and the criteria or outcomes involved. It was assumed that this arrangement made optimum provisions for individual differences in students while maintaining a specific set of programs or performance standards.

The development of a systematic system to assess student performance of the seven functions was initiated as one of the major thrusts of the experimental program. Instruments were devised which would enable the student, the cooperating teacher, and the college supervisor to evaluate plans in terms of these seven functions, to supervise the performance of the student in attempting to implement the plan, and to furnish feedback which would serve to make more clear to the student those areas in which he performed well and those areas in which he needed to make improvement. In addition the set of program goals were periodically assessed and the data made public to all participants. The fall and winter quarters were devoted to the process of carrying out and revising the curriculum, the logistic arrangements and the feedback systems according to data collected both formally and informally.

A total of 43 students enrolled in the Experimental Teacher Education Program. Of the original number enrolled, 37 successfully completed all of the program requirements. It is not clear that the 6 who did not complete, failed to complete because of their inability to perform functions, or whether they failed to complete because of personal reasons. It is apparent that at least 4 of the 6 encountered considerable difficulty in demonstrating competency at the level of the program requirement. Five of the 37 who completed chose to accelerate their program and "challenge" the traditional student teaching requirement. This involved some additional planning and demonstrating in a lab setting. Of the 5 who chose the accelerated route, 3 were judged as having successfully challenged student teaching and were awarded credit for student teaching during the winter quarter. Two who challenged were judged as presenting an insufficient demonstration and were held to additional requirements in student teaching. Incidentally, all 5 students are now placed in regular full-time teaching positions.

In general, the 14 goals stated earlier, were seen as having been accomplished or as indicating some progress having been made. The efforts to form closer working alliances among college professors described in Goal 5 and Goal 6 were viewed as not accomplished during the experimental year. The primary problem in accomplishing these goals seems to stem from the amount of demands made on the content specialists. It was difficult in most cases for them to participate actively in any of the public school settings. In addition, the meetings, conferences, and other administrative details involved in the program proved to be more time consuming than their schedules would allow. The same limitations would have to be placed on the achievement of Goal 13. The public school teachers participated willingly and enthusiastically in the program It was virtually impossible for them to be present at the meetings held on campus during which program adaptation and other related items were discussed. There was no provision to relieve these teachers of the classroom responsibility, therefore, their participation was severely limited. The perception of the participants was that most of the other program goals were realized. In no way was this meant to convey that there were not further refinements and further improvements necessary to achieve optimum outcomes. The ratings of people involved tended to reflect acceptance and enthusiasm for the efforts rather than a belief that the goal in any final sense had been achieved.

In addition to the decisions made during the fall and winter quarter, the long-range decisions were to be examined and designed into a program to be initiated in the fall of 1973. Therefore, spring quarter was devoted to many hours of assessing both data outcomes and participants feelings about the program as it was carried out. A group of 17 people comprised of college professors, students who participated in the program, and supervising teachers who cooperated in the program, met on a weekly and sometimes bi-weekly basis in an effort to make a useful and objective assessment of the operation of the program for the first two quarters. Many of the forms were revised, some were eliminated, many of the arrangements were altered and in some cases, new instructional procedures or materials were recommended. The decision was made at the same time by the elementary division that the wisest move would be for the entire division to become actively involved in the process of implementing and inventing a performance based teacher education program based on the experimental program just completed. The commitment seemed to be to an emperial model which allows for decision, implementation and assessment, to occur simultaneously in the development of a program vs. a more traditional concept that the program is invented, refined and clarified and them implemented in a more perfect and more functional form. The elementary ed division felt that unless there was a wide degree of involvement early, and a wide opportunity for people involved to influence the design and decisions involved that there would be a very limited chance of inventing the type of program which would have a reasonable degree of feasibility for the people involved. In other words, a "good" program, must, by definition be good for the people involved in the program at all levels. This suggests that a program with very narrowly defined and very prescriptive behaviors, will be a good program only insofar as it happens to match the feelings and perceptions of the people involved. It seemed more reasonable to the elementary ed division that the program designed should include a wide range of options, and a wide range of learning routes, coupled with an intensive data and feedback system. This allows people in the program to make those decisions which function well for them and allows them to move in an independant and unique route toward the defined course outcomes. This suggests that there is not a uniform commitment to a style or type of teaching and no commitment to the concept that certain behaviors or processes have universally superior effects or values. With this concept in mind an extensive course description was devised which was to serve as the overall organizer for the block component of the experimental teacher education program to be implemented in the fall of 1973 and to include some 12 faculty members and approximately 150-170 students per quarter for fall, winter, and spring of 1973.

The year 1973 serves in one sense as the final year of the "old" program at OCE. It is primarily useful in an effort to invent some components of the "new" program to be implemented in the fall of 1974. The college presently has in front of the state board a proposal for a new program for elementary majors, which is based primarily on the achievement of the competencies previously described. The new program is much less prescriptive in terms of courses and hours and various subject matter areas. It is designed to allow a wide degree of flexibility and a wide range of choice for elementary majors. It is assumed that there is a wide degree of congruence between the concepts of personalization and the concept of performance base teacher education. In other words, requiring people to achieve significant outcomes with pupils in a public school setting does not lend itself to a rigid, specific or narrow definition of the means by which those outcomes will be accomplished. This is seen as true, simply because of the very wide range of differences in people and their efforts to carry out teaching goals or life goals. In the same sense, the complementary interaction of the teaching function and the assessment function must be clarified and amplified to a greater extent than has been true in the past. The traditional model which suggests that assessment must not contaminate or interfere with the designed teaching process is seen largely as nonfunctional at OCE. The assessment program must be actively involved in the invention and assessment of teaching activities on a day to day basis as well as on a long term basis. The decisions that are made about alterations in instructional processes are not seen as simply growing out of the assessment data, but are seen as being aware of the data and cognizance of the possibility of decision changes based either on data, on individual perceptions, on new occurrances in the program or upon the individual characteristics of the student or faculty involved. The 1973 effort makes clear a very limited knowledge in many areas concerning teacher education

The empirical model presently being tested lends itself, in a remarkable fashion, to studies of the interrelationships of specific program components and outcomes. The present efforts of the faculty in addition to devising and carrying out the overall program design focus on a number of specific questions. Included in these would be:

A. The interaction between personal characteristics and the achievement of high level competency outcomes by the students.
B. The interaction between student characteristics and the desirability of given teaching approaches.
C. The degree of inter-rater-reliability in the assessment of the competencies defined in the program. While there is an obvious need for a high degree of reliability, the decision must be made as to whether this becomes an inservice function, a redesigning function, or essentially a hopeless task.
D. The invention of some systematic way of relating faculty effort to the demands implied in the new program design. Data suggests that the involvement of faculty with students on one-to-one basis involves some 20-25 hours per week during peak lab periods. This type of one-to-one involvement is very poorly related to earning student credit hours but apparently closely related to the process of effective teacher education.
E. The development of a means of program governance which makes time and information available to achieve a high degree of mutual control by colleges, public schools, students and state agencies.

APPENDIX D: THE WILLAMETTE VALLEY CONSORTIUM FOR TEACHER EDUCATION

The material enclosed represents one definition of an attempt to formally organize a consortium at a regional or state-wide level. The document developed from the experience O.C.E. has had with the Teacher Education Advisory Council. The Council represented the region comprised roughly the Mid-Willamette Vally area of four counties, as well as Hood River and Clatsop Counties along the Columbia River.

DRAFT
10-24-73

The Willamette Valley Consortium
for Teacher Education

Policies and Procedures[1]

00.000 PURPOSE AND ORGANIZATION

01.000 OPERATIONAL PHILOSOPHY

02.000 THE ADVISORY COUNCIL

03.000 THE BOARD OF DIRECTORS

04.000 THE PROGRAM PLANNING AND BUDGET COUNCIL

05.000 TASK FORCES AND COMMITTEES

06.000 ADMINISTRATION

07.000 PROCEDURES FOR AMENDMENT TO POLICIES AND PROCEDURES

10.000 GUIDELINES FOR PROGRAM DEVELOPMENT

20.000 LEVELS OF PARTICIPATION

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[1] This document is based on the Policies and Procedures Document of the National Center for Higher Education Management Systems at WICHE.

00.000 PURPOSE AND ORGANIZATION

Competency based and field centered education programs are an effort to improve the quality of educational personnel at both the preservice and inservice levels. In order for an educational program to be competency based, provisions must be made for students to demonstrate that they are competent. This means, in part, that persons preparing to be teachers must be able to show how well they can perform in a school classroom setting.

A field centered educational program also calls for the increasing cooperation of public school teachers and the use of public school resources as laboratory settings for instructional purposes .

Public schools are seldom equipped to effectively absorb and utilize the labors of large numbers of students learning to become teachers. Special arrangements need to be made so that the college instructional personnel, public school instructional personnel, and students may more effectively work together to create the special arrangements referred to above which are considered necessary to improve the quality of instruction.

The purpose of the consortium described herein is to establish an organization which will provide an easier and more effective means of communication between school districts, colleges and universities, professional teacher organizations, and other groups which contribute to the development of educational personnel. The organization of the consortium provides for the direct participation in decision making by all agencies and groups which need to be involved, both in the preparation of new teachers and in the continuing education of employed educational personnel.

01.000 OPERATIONAL PHILOSOPHY

The programs of the Willamette Valley Consortium for Teacher Education, here and after referred to as the Consortium, will be controlled by the various participating groups and agencies through their legally constituted governing bodies.

The board of directors, made up of representatives from each of the Level III (fully involved) participating groups, will serve as the final decision-making group for the consortium. The board of directors will be responsive to recommendations generated by the advisory council, made up of representatives of participating groups at the participation levels of involvement (Levels II and III).

The board of directors shall also benefit from recommendations developed in the Program Planning and Budget (PPB) Council, the membership of which shall be selected on the basis of the academic, professional, and technical skills required to make certain decisions (e.g., specialists in subject matter, class scheduling, personnel records, employee relations and contracts, cost accounting, systems development, curriculum development, etc.). In addition to the PPB council, the board of directors shall make full and effective use of major standing committees, special task forces and committees appointed generally on an ad hoc basis to assist in the solution of special problems.

The administration of the consortium shall be determined by the board of directors. Full and effective use shall be made of resources available to the Level III participating groups (e.g., employed administrative staffs, business office equipment and supplies, telephone systems, automobiles, etc.). If it should become necessary to employ a small staff of special administrators, the cost shall be shared jointly by all Level III participating groups, by the Teacher Standards and Practices Commission, and by the State Board of Education.

02.000 THE ADVISORY COUNCIL

The Advisory Council shall be the general assembly of representatives from the institutions and agencies participating in the consortium's programs at Level II or III (see section 20.000). It shall provide a primary basis for maintaining liaison between the board of directors and the instructional faculty members of the participating groups.

02.100 Responsibilities of the Advisory Council

The responsibilities of the Advisory Council shall include the provision of:

1. A general forum in which participants can discuss the status and development of teacher education programs.
2. A sounding board for those responsible for the policy planning and program development activities of the consortium (primarily the board of directors).
3. A mechanism for the timely communication of developments among the consortium's participants.

02.200 Membership of the Advisory Council

The membership of the Advisory Council shall include:

1. A representative (chief liaison officer) from each of the Level II or III participating groups; to be designated by the appropriate officer of the participating groups.
2. Invited observers, as specified by the chairman of the board of directors.

02.300 Chairman of the Advisory Council

The chairman of the board of directors will preside over advisory council sessions.

02.400 Meetings of the Advisory Council

1. The Advisory Council shall meet at least twice during each academic year.
2. The agenda for the Advisory Council shall be determined by the chairman of the board of directors and may include:
   a. presentations of major issues pertaining to each program of the consortium, with subsequent discussion.
   b. discussions of future directions.
   c. questions and answers pertaining to the status of each consortium program based on precirculated materials.
   d. opportunities for discussion with the chairman, or his representative, of the board of directors and the PPB Council.
   e. opportunity for the expression of the council to be forwarded in writing to the board of directors and the PPB Council for their consideration--through such mechanisms as resolutions, etc.
3. Unless the chairman shall otherwise rule, decisions shall be reached by consensus. The chairman shall determine when a consensus has been reached by calling for expressions of contrary opinion. A consensus normally will be signaled by the absence of any strong negative or contrary voice from the advisory council.
4. In cases where a consensus cannot be reached, the chairman shall state each decision and the major points of discussion leading to the decision in order for contrary professional opinion to be recorded.

03.000 THE BOARD OF DIRECTORS

The Board of Directors, hereinafter referred to as the Board, shall give direction to the consortium within the limits of the guidelines for program development and determination (Section 10.000) and the legal and financial responsibilities of the participating groups.

03.100 Responsibilities of the Board of Directors

The responsibilities of the Board of Directors shall be to:

1. Determine and supervise the programs of the consortium.
2. Review and recommend to the legally-constituted governing bodies of the participating groups budgets for the consortium's program and operation.
3. Regularly inform the governing bodies of the participating groups of:
    a. the consortium's legal and financial responsibility associated with each policy decision.
    b. the general status and progress of the consortium's activities toward its stated objective.
4. Determine relationships between the consortium, its participants, and other related teacher education developments.
5. Arrange for the employment of a consortium administrator and others whose services may be required to effectively operate the consortium.
6. Make the necessary major committee appointments through the office of the chairman of the board.
7. Recommend to the governing bodies of the participating groups a set of guidelines and subsequent modifications for program

development and determination.

03.200 Membership of the Board of Directors

1. The Board of Directors shall be made up of the appropriate officers in charge of each Level III administrative unit for teacher education. The chairman of the PFB Council and administrator for the consortium (if any) shall serve as ex officio, non-voting members.
2. The term of office is indefinite. If a member of the board terminates his position with an institution or agency, his membership on the board will be terminated automatically. His replacement will be determined by the governing body of the participating group.

03.300 The Chairman and Vice Chairman of the Board of Directors

1. The Board of Directors shall elect its chairman and vice chairman by majority vote at the first meeting and at the meeting in May two years thereafter.
2. The chairman and vice chairman are elected for a term of two years. The chairman and vice chairman may be reelected to succeed themselves.

03.400 Meetings of the Board of Directors

1. The Board shall meet a minimum of three times a year in January, May, and September.
2. The time, place, and agenda of the Board meeting shall be determined by the chairman in consultation with the consortium administrator (if any).

3. Decision shall be reached by vote unless the chairman determines that a consensus has been reached.
4. The chairman shall state each decision and the major points of discussion leading to the decision in order to afford the opportunity for contrary professional opinion to be recorded.
5. Members of the Board may not send a proxy to any meeting of the Board. They may send an observer in the event of their absence.
6. Members of the Board of Directors missing two consecutive meetings will be asked to show cause why they should not be dropped from the Board by changing the status of their participating group from Level III to Level II or I. The Executive Committee (see Section 03.500) will determine the action to be taken on the basis of the response of the Board member in question.
7. All meetings of the Board may meet in executive session at the request of the chairman to discuss personnel matters.
8. One-half of the membership of the Board shall constitute a quorum.

03.500 The Executive Committee

The Executive Committee is responsible for acting on emergency items between regularly scheduled Board meetings and representing as appropriate the Board at meetings with various groups. Action taken by the Executive Committee will be reported and acted upon by the Board at their next meeting. The Executive Committee will have from five to seven members comprised of the chairman and vice chairman of the Board, and one to three members selected by the chairman and ratified by the Board. The chairman of the PPB Council and the administrator of the consortium (if any) are ex officio non-voting members of the Executive Committee.

03.600 Standing Committees

The Board will have two standing committees and other ad hoc committees as are needed from time to time. The chairman of the Board shall appoint members to the committees. Members will serve for a period of one year and may be reappointed or, in the case of ad hoc committees, until the committee has completed its work. The chairman of the Board and the administrator for the consortium (if any) are ex officio members of all committees.

1. The Policies and Procedures Committee is charged with reviewing and recommending to the Board amendments to the consortium's policies and procedures. The chairman of the Board shall appoint the chairman of the Policies and Procedures Committee.
2. The Future Programs Committee is charged with developing a basis for long-range planning in the consortium including a description of the problem areas to be addressed by the consortium, a description of instructional procedures or products that may contribute to the resolution of the problems identified, and a description of their use. The chairman of the Board shall appoint the chairman of the Future Programs Committee.

03.700 Guidelines for Program Development and Determination

The Board shall develop and maintain, with the advice of the PPB Council, a set of guidelines for program development and determination.

These guidelines will be maintained as a part of the consortium policies and procedures under Section 10.000.

03.800 Limits on the Board of Directors' Authority

Since the participating groups may not delegate final responsibility for legal and fiscal matters, the governing bodies of participating groups may deny permission for the group to proceed with any program, activity, or action if, in its judgment, it cannot accept the financial and/or legal responsibilities associated therewith. If one or more participating groups deny permission to proceed with a program, activity, or action, the matter shall be reviewed by the Executive Committee of the Board and a decision reached regarding its continuation.

04.000 THE PROGRAM PLANNING AND BUDGET COUNCIL

The Program Planning and Budget (PPB) Council is a group to provide advice to the Board of Directors on matters concerning the programmatic development of the consortium. The members of the PPB Council will be chosen primarily for their expertise.

04.100 Responsibilities of the PPB Council

To provide advice concerning:

1. The programs to be undertaken by the consortium, and the priorities of their development and modification.
2. Program budgets for the consortium.
3. The selection of special projects and research undertakings.
4. Selection of institutions or districts to serve as pilot testing centers, and as the locus of programs (or aspects of programs) undertaken by the consortium.
5. Appointments to task forces and committees.

04.200 Membership of the PPB Council

1. The PPB Council shall consist of no more than 12 members. The chairman of the Board and the administrator for the consortium (if any) are ex officio, non-voting members.
2. The PPB Council shall be appointed from Level II and Level III participating institutions and agencies by the chairman of the Board of Directors with the advice and consent of the Board.
3. The term of office is two years beginning on July 1.
4. Appointments will be made annually.
5. The terms will be staggered.
6. At such a time when a member of the PPB Council terminates his position with an institution or agency, his membership on the Council is automatically terminated. Members may be reappointed to succeed themselves as members of the PPB Council.

04.300 The Chairman and Vice Chairman of the PPB Council

The chairman and the vice chairman of the PPB Council shall be appointed annually from among the 12 members by the chairman of the Board with the advice and consent of the Board.

04.400 Meetings of the PPB Council

1. The PPB Council shall have four regular meetings per year and one special meeting. However, additional meetings may be called by the chairman of the Council as necessary.
2. The time, place, and agenda of these meetings shall be determined by the chairman of the Board or by the administrator of the consortium (if any) in consultation with the chairman of the Council.
3. Unless the chairman shall rule otherwise, decisions shall be reached by consensus.

4. The chairman shall state each decision and the major points of discussion leading to the decision in order for contrary professional opinion to be recorded.
5. Members of the PPB Council may send a non-voting observer to any meetings of the Council from which they may be absent.
6. Members of the PPB Council missing two consecutive meetings will be dropped from the Council unless the member indicates in writing to the Executive Committee of the Board the reason for his or her absence and desire to continue service, and the Executive Committee recommends that the member not be dropped.
7. All meetings of the PPB Council shall be open to the public.

04.500 The Emergency Committee of the PPB Council

The Emergency Committee is responsible for acting on emergency items between regularly scheduled PPB Council meetings. Action taken by the Emergency Committee will be reported and acted upon by the PPB Council at their next meeting.

The Emergency Committee shall have three PPB Council members: The Chairman of the PPB Council, Vice Chairman of the PPB Council, and one other council member appointed by the chairman of the Council.

05.000 TASK FORCES AND COMMITTEES

Task forces and committees are established to provide consultation and general direction for the programs and activities within the consortium.

05.100 Responsibilities of Task Forces and Committees

Task forces and committees are recipients of a delegation of PPB

Council-recommended authority. A member of the PPB Council will be assigned to each task force or committee in order to:

1. Provide an overall picture of the consortium's developments.
2. Provide liaison between the PPB Council and the task force or committee.
3. Interpret the charge of the PPB Council to the task force or committee members.
4. Advise the task force or committee members in planning meetings and activities.

05.200 Membership of Task Forces and Committees

1. Members are appointed by the chairman of the PPB Council with the advice and consent of the Council.
2. Membership nominations will be solicited from the Level II and Level III participants, unless special circumstances necessitate other nominations.
3. Membership on a particular task force or committee is temporary and may be changed to provide a range of expertise as required by the specific task. Members serve at the pleasure of the Council chairman. If a member terminates his position with an institution or agency, his membership will be automatically terminated.

05.300 Task Forces and Committee Chairmen and Vice Chairmen

If appropriate, the task forces and committees will elect their own chairman and vice chairman.

05.400 Meetings of the Task Forces and Committees

1. Task forces and committees shall meet as needed to carry out their specific charge.

2. The time, place, and agenda of these meetings shall be determined by the chairman in consultation with the respective members.
3. The chairman of the task force or committee shall determine whether decisions are reached by consensus or otherwise.
4. Members of task forces and committees may send a non-voting observer to any meeting of the task force or committee from which they may be absent.

06.000 ADMINISTRATION

Insofar as possible, the administration of the consortium shall be carried out by the appropriate administrators in charge of the participating groups. The chairman of the Board of Directors will serve as the principal administrator in lieu of an administrator for the consortium whose salary may be paid from the salary budget for the consortium.

06.100 Responsibilities of the Administrator

The administrator shall:

1. Be responsible to the Board for program development and determination in accordance with approved guidelines (see Section 10.000) and to the executive officers of Level III participating groups for the fiscal and legal matters pertaining to the consortium.
2. Prepare and recommend to the Board annually, and at such other times as necessary, program plans and budgets for its approval and recommendation to the governing body of participating groups.

3. Report to the Board periodically on the status of the consortium's program, expenditures, and legal responsibilities.
4. Have final authority in all matters relative to the operation of the consortium except where specifically limited by the official policies and procedures of the consortium.

06.200 Administrative and Financial Services and Procedures

The consortium shall receive its administrative and financial services from the participating groups, from the Teacher Standards and Practices Commission, and from the State Board of Education. The consortium is subject to all the rules and regulations pertaining to the administrative units which provide its administrative and financial services.

07.000 PROCEDURES FOR AMENDMENT TO POLICIES AND PROCEDURES

1. Proposals for amendment may be initiated either by a participating group or by the Board.
2. A proposal for amendment will be circulated to the Board of Directors and the Advisory Council three calendar months prior to the quarterly meeting in which the amendments are to be considered by the Board.
3. If changes in procedures are not in conflict with the policies and procedures of one or more of the Level III participating groups, the changes will not require approval of the governing bodies of the Level III groups, but may be made with a two-thirds majority of the consortium's Board of Directors. All other modifications will require a favorable endorsement by two-thirds of the Level III participating groups.

10.000 GUIDELINES FOR PROGRAM DEVELOPMENT AND DETERMINATION

As a general rule, program development within the consortium is initiated by instructional faculty and students in the various participating groups. Thereafter, proposals are reviewed by the task force and committee structure of the consortium (as required), and finally determined by the Board of Directors on the recommendation of the PPB Council. Final authorization for the consortium is made by action of the Teacher Standards and Practices Commission and the State Board of Higher Education.

A key feature of the Willamette Valley program structure is that it provides for the operation of two or more programs at a given level simultaneously. For example, the program for preparing elementary teachers at OCE involving Salem, Dallas, and Monmouth-Independence School Districts, may be authorized together with the elementary program at OSU involving Corvallis, Albany, and Salem (Salem School District serving both elementary teacher education programs). It is anticipated that both programs for preparing elementary teachers would have features in common in accordance with generally accepted goals and standards adopted by the Willamette Valley Consortium. It is also anticipated that features of the two programs which are distinctly different could be fostered by the consortium as reflections of unique resources available in different institutions and districts. It is not anticipated that the Willamette Valley Consortium will constrain currently operating programs to operate within a common mold.

10.100 **Subject of Program Proposals**

The subject of proposals normally shall be within the scope of those outlined in the Oregon Rules for Certification.

10.200 **Goals and Objectives of Program Proposals**

The stated goals and objectives of each program proposal shall be congruent with the goals and objectives of consortium programs, as outlined in the process standards for educational personnel development programs adopted by the Teacher Standards and Practices Commission.

10.300 **Guidelines for Reviewing Program Proposals**

The following points, among others, will be considered in determining whether program proposals are within the scope of the consortium's program and are congruent with its objectives:

1. Does the program proposal indicate a statewide need of the public schools?
2. Will the success of the program depend upon wide acceptance by the education community and therefore require the support of the consortium's advisory structure?
3. Does the program propose to develop regional standards of some type within the scope of the consortium's programs and thus require the support of the consortium's advisory structure?
4. Will the program proposal objectives and activities merge satisfactorily with existing and planned consortium activities?
5. Is the instructional faculty qualified to undertake the proposed program or is qualified faculty obtainable?

6. Are the physical resources sufficient to undertake the proposed program or are they obtainable?
7. Does the program proposal recognize the consortium's existing program priorities and resource commitments, justifying its place among the priorities?
8. Does the program proposal provide a means for the consortium to respond to research, development, and training problems?
9. Does the program proposal meet the legal and financial requirements of the participating groups?
10. Will the conduct and results of the program be a significant factor in maintaining the integrity of other consortium programs and, therefore, require the guidance of the consortium's advisory structure?

20.000 LEVELS OF PARTICIPATION

Three levels of participation in the consortium have been identified on a scale ranging from participation as an interested observer (Level I) to full participation (Level III). The levels may be modified if necessary and are to be considered flexible. Institutions and agencies may participate at levels somewhere in between those described.

20.100 Level I: Interested Observer

This level marks the beginning of active participation in the consortium. Agencies at this level are considered potential participants, but not contributors to, the development of and operation of consortium programs.

1. Responsibilities of Level I groups:
    a. To designate a liaison officer who receives all correspondence from the consortium and is placed on the mailing list to

receive one copy of all regular publications, announcements, invitations, etc.

   b. To make an internal commitment of faculty and staff resources to begin the development of programs or program support activities consistent with the concepts outlined in the TSPC document on process standards for educational personnel development programs, or to modify existing programs to become consistent with those concepts.

   c. To give consideration to the development of a reasonable plan for more active participation in the consortium (i.e., at Levels II or III) within two years of designation as a Level I participant.

   d. To pay all expenses of the liaison officer necessary for that person to attend meetings and otherwise participate as an interested observer in the consortium.

2. Benefits of Level I participation:

   a. A reduced subscription rate will be charged for all regular mailing list documents.

   b. The liaison officer will be invited to participate in workshops, seminars, and planning sessions (as an interested observer) which are sponsored by the consortium.

   c. An opportunity will be provided to speak to the direction and development of consortium programs through informal but direct communication with members of the advisory committee and through representatives of institutions and other participating groups from the region who serve on committees, task forces, the PPB Council, and the Board of Directors.

20.200 Level II: Limited Participation

This level of participation signifies active but limited participation as both participant and contributor to the development and operation of consortium programs.

1. Responsibilities of Level II participants:

   The same as Level I with the following additional responsibilities.

   a. To begin immediately to operate within the consortium within the limits of Level II participation. The liaison officer or other members of the Level II participating group who attend consortium meetings or participate in pilot tests have a reasonable obligation to disseminate information within the participating institution or group.

   b. To make an internal commitment to release from duty with full pay, for reasonable periods of time, members of administrative and instructional faculties who may be mutually identified as being capable of contributing to the development of the consortium.

   c. To make an internal commitment of staff resources to begin the development of operational educational personnel development programs consistent with the concepts of the consortium, or to modify existing programs to become consistent with those concepts.

2. Benefits of Level II participation:

   Same as Level I, with the following additions.

   a. Receipt of one free copy of all regular mailing list publications which are sent to the liaison officer.

   b. The opportunity to speak to the direction and development of the program through a representative on the Advisory

Council, and through individuals who may be appointed to serve on committees and task forces.

20.300 Level III: Full Participation

This level signifies that the participating group is a fully active participant in the operating programs and developmental activities of the consortium.

1. Responsibilities of Level III participants:

   Same as Level II, with the following added responsibility.

   a. To make an internal commitment to contribute staff and equipment resources to support the administration of the consortium.

2. Benefits of Level III participation:

   Same as Level II, with the following additions.

   a. Receipt of multiple sets, free of charge, of all regular mailing list publications which will be sent to the liaison officer.
   b. The opportunity to speak to the direction and development of the consortium programs through a representative on the Board of Directors (see 10.000).
   c. Eligibility for nomination and selection as a pilot institution or center for programmatic activities sponsored by the consortium.

20.400 Level Designation

Any institution or agency wishing to participate in the consortium at one of the three levels may do so at its own initiative by informing the administrator of the consortium (or the chairman of the Board of Directors) and by undertaking those responsibilities described for participation at the appropriate level.

The chairman of the Board will periodically review the activities of the participating groups and make recommendations to the Board of Directors regarding the appropriateness of the levels designated for each participant. The Board of Directors shall retain the right to request each participant to show cause why they should not be changed from a higher to a lower level or dropped entirely from further participation in the consortium.

20.500 Change to a Higher Level of Participation

Any participating group wishing to change from a lower to a higher level of participation may do so on its own initiative by so informing the chairman of the Board and undertaking those responsibilities described for participation at the appropriate level.

Participants may elect to change to a lower level by the same process but, in so doing, they shall automatically terminate those activities identified as special benefits of the higher level.

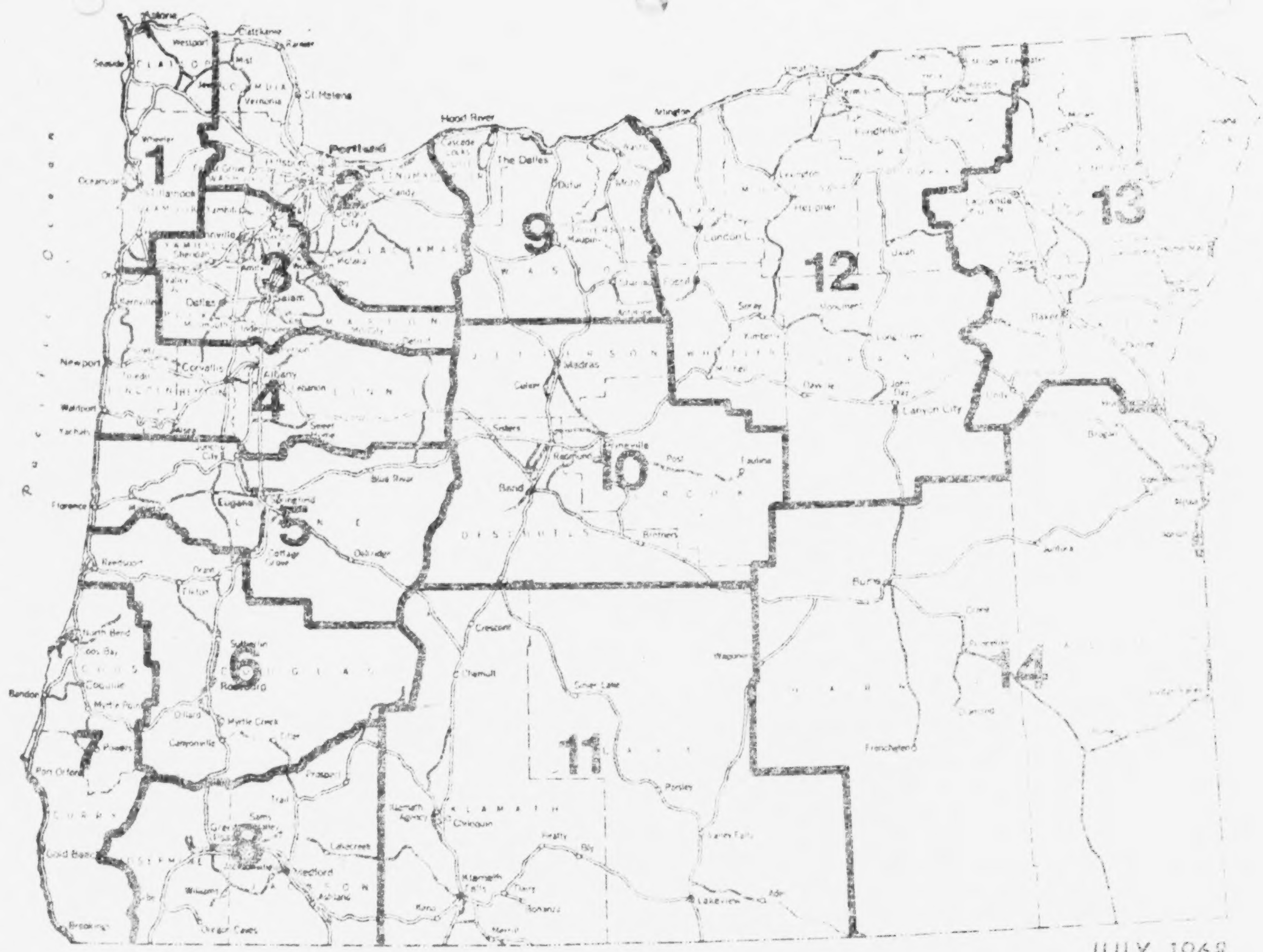
20.600 Eligibility for Participation in the Consortium

Any institution, agency, or organization which is directly involved in or affected by the education and/or employment of teachers is eligible to become a participant in the Willamette Valley Consortium for Teacher Education. However, it is intended that the participants be identified mainly from those geographical areas bounded by state of Oregon districts 3, 4, and 5 (see district map appended).

It is expected that the participating groups will include at least the following:

1. Professional organizations representing teachers, counselors, and educational practitioners who deal directly with students.
2. School district management as appointed by school boards.
3. Personnel representing institutions of higher education which prepare teachers.
4. Students enrolled in educational personnel development programs.

The consortium may include others such as high school students, community representatives, community college representatives, or other professional groups when it will strengthen the program.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Hood River
The Dalles
Salem
Newport
Corvallis
Albany
Eugene
Florence
Coos Bay
Roseburg
Medford
Ashland
Bend
Madras
Prineville
Pendleton
Baker
Burns
Klamath Falls
Lakeview
Canyon City
Brookings

JULY 1968

State of Oregon DISTRICTS

Office of the Governor - Planning Section

▬ district boundary
5 district number

APPENDIX E: PROGRAM MAINTAINANCE AND DESIGN ASSESSMENT MATERIALS

The materials enclosed are those -nstruments used to obtain data relative to the participants information and feelings about program operation.

Trial Format #1
10/20/72

PROGRAM MAINTENANCE SURVEY: STUDENT

Teacher education programs that take the form of the Experimental Teacher Education Program (the ETE Program) at OCE are subject to many difficulties of a purely mechanical or logistical nature. This is to be expected when a number of different departments within a college work with a number of schools in a number of cities in ways that are foreign to some or all of the persons involved. To avoid as many procedural difficulties as possible in the ETE Program, or to correct them as soon as they appear, we are attempting to provide to those responsible for planning the program information about such "trouble spots" on a continuing basis.

The PROGRAM MAINTENANCE SURVEY that is attached is designed to provide this information. It is administered once every two weeks to a sample of all persons involved in the program, including students, college faculty and school supervisory staff. The information provided in the Survey is public information, that is, it is free to be used within the context of the ETE Program as anyone who views it sees fit. Copies of the completed surveys will be routed to the faculty and students responsible for planning the program, and then placed on open file so that all persons associated with the program can have access to them. In addition, the information will be presented in summary form at the beginning of program planning meetings. The same information summary will be made available to the staff and administrators of each school participating in the program.

Beyond what has been described no preconceived idea exists as to how the information contained within the surveys will be used. No response to the information will be required by anyone in the program, and it will not be used to coerce the actions of anyone in the program. It is assumed that the information contained in the surveys will be responded to by persons in the program, but that it will be responded to differently by different people. The job of the assessment staff is to see that the information that is needed for sensitive program adaptation is available to anyone who needs it when they need it.

Names are not attached to surveys, and no effort will be made to match surveys and people. Complete the survey, therefore, as fully and as accurately as you can. The value of the information provided depends upon it.

Trial Format #1
10/20/72

Class Week
1 2 3 4 5 6 7 8 9 10 11 12
Date: ____________________

PROGRAM MAINTENANCE SURVEY: STUDENT

DIRECTIONS. This Survey focuses upon the structural, mechanical and procedural aspects of the ETE Program. Another Survey focuses upon the content and objectives of the program. Direct your responses, therefore, to such non-substantive matters as the nature or clarity of program arrangements, scheduling problems, people problems, material problems, information or communication problems, etc. Use as a basis for your responses to the questions those structural, mechanical or procedural aspects of the program that are or have been bothersome to you, and that appear to be unresolved at this point in time. You may consult with other ETEP students or staff in responding to the Survey questions if you wish. DO NOT TAKE A LOT OF TIME IN COMPLETING THE SURVEY. Ten to 15 minutes should be adequate. The completed survey will be collected Monday in one of your classes.

* * *

Are there procedures that could be followed or arrangements that could be made that would make any of the classes within the ETE Program easier to manage or richer as a learning experience?

Are there procedures that could be followed or arrangements that could be made that would make the ETE PROGRAM AS A WHOLE easier to manage or richer as a learning experience?

Are there procedures that could be followed or arrangements that could be made that would make the school-based LABORATORY EXPERIENCE in the ETE Program easier to manage or richer as a learning experience?

Trial Format #1
10/20/72

PROGRAM MAINTENANCE SURVEY: COLLEGE FACULTY

Teacher education programs that take the form of the Experimental Teacher Education Program (the ETE Program) at OCE are subject to many difficulties of a purely mechanical or logistical nature. This is to be expected when a number of different departments within a college work with a number of schools in a number of cities in ways that are foreign to some or all of the persons involved. To avoid as many procedural difficulties as possible in the ETE Program, or to correct them as soon as they appear, we are attempting to provide to those responsible for planning the program information about such "trouble spots" on a continuing basis.

The PROGRAM MAINTENANCE SURVEY that is attached is designed to provide this information. It is administered once every two weeks to a sample of all persons involved in the program, including students, college faculty and school supervisory staff. The information provided in the Survey is public information, that is, it is free to be used within the context of the ETE Program as anyone who views it sees fit. Copies of the completed surveys will be routed to the faculty and students responsible for planning the program, and then placed on open file so that all persons associated with the program can have access to them. In addition, the information will be presented in summary form at the beginning of program planning meetings. The same information summary will be made available to the staff and administrators of each school participating in the program.

Beyond what has been described no preconceived idea exists as to how the information contained within the surveys will be used. No response to the information will be required by anyone in the program, and it will not be used to coerce the actions of anyone in the program. It is assumed that program adaptations will be made on the basis of the information contained in the surveys, but it is also assumed that adaptations will be made differently by different people.

Names are not attached to surveys, and no effort will be made to match surveys and people. Complete the survey, therefore, as fully and as accurately as you can. The value of the information provided depends upon it.

Trial Format #1
10/20/72

Class Week
1 2 3 4 5 6 7 8 9 10 11 12
Date: ____________________

PROGRAM MAINTENANCE SURVEY: COLLEGE FACULTY

DIRECTIONS. This Survey focuses upon the structural, mechanical and procedural aspects of the ETE Program. Another Survey focuses upon the content and objectives of the program. Direct your responses, therefore, to such non-substantive matters as the nature or clarity of program arrangements, scheduling problems, people problems, material problems, information or communication problems, etc. Use as a basis for your responses to the questions those structural, mechanical or procedural aspects of the program that are or have been bothersome to you, and that appear to be unresolved at this point in time.

DO NOT TAKE A LOT OF TIME IN COMPLETING THE SURVEY. Ten to 15 minutes should be adequate. Please return the Survey Monday by mail, or arrange to have it picked up then.

* * *

Are there procedures that could be followed or arrangements that could be made that would make your class within the ETE Program easier to manage or potentially richer as a learning experience?

Are there procedures that could be followed or arrangements that could be made that would make the ETE PROGRAM AS A WHOLE easier to manage or potentially richer as a learning experience?

Are there procedures that could be followed or arrangements that could be made that would make the school-based LABORATORY EXPERIENCE in the ETE Program easier to mange or potentially richer as a learning experience?

Trial Format #1
10/20/72

PROGRAM MAINTENANCE SURVEY: SCHOOL SUPERVISOR

Teacher education programs that take the form of the Experimental Teacher Education Program (the ETE Program) at OCE are subject to many difficulties of a purely mechanical or logistical nature. This is to be expected when a number of different departments within a college work with a number of schools in a number of cities in ways that are foreign to some or all of the persons involved. To avoid as many procedural difficulties as possible in the ETE Program, or to correct them as soon as they appear, we are attempting to provide to those responsible for planning the program information about such "trouble spots" on a continuing basis.

The PROGRAM MAINTENANCE SURVEY that is attached is designed to provide this information. It is administered each week to a sample of all persons involved in the program, including students, college faculty and school supervisory staff. The information provided in the Survey is public information, that is, it is free to be used within the context of the ETE Program as anyone who views it sees fit. Copies of the completed surveys will be routed to the faculty and students responsible for planning the program, and then placed on open file so that all persons associated with the program can have access to them. In addition, the information will be presented in summary form at the beginning of each program planning meeting. Copies of the information in summary form will be made available to the staff and administrators of each school participating in the program.

Beyond what has been described no preconceived idea exists as to how the information contained within the surveys will be used. No response to the information will be required by anyone in the program, and it will not be used to coerce the actions of anyone in the program. It is assumed that the information contained in the surveys will be responded to by persons in the program, but that it will be responded to differently by different people. The job of the assessment staff is to see that the information that is needed for sensitive program adaptation is available to anyone who needs it when they need it.

Names are not attached to surveys, and no effort will be made to match surveys and people. Complete the survey, therefore, as fully and as accurately as you can. The value of the information provided depends upon it.

Trial Format #1
10/20/72

Class Week
1 2 3 [✓ 4] 5 6 7 8 9 10 11 12
Date: ____________________
Grade Level: ____________

PROGRAM MAINTENANCE SURVEY: SCHOOL SUPERVISOR

DIRECTIONS. This Survey focuses upon the structural, mechanical and procedural aspects of the ETE Program. Another Survey focuses upon the content and objectives of the program. Direct your responses, therefore, to such non-substantive matters as the nature or clarity of program arrangements, scheduling problems, people problems, information or communication problems, etc. Use as a basis for your responses to the questions those structural, mechanical or procedural aspects of the program that are or have been bothersome to you, and that appear to be unresolved at this point in time. You may consult with ETEP students or staff in responding to the Survey questions if you wish.

Do not take a lot of time in completing the Survey. Five or ten minutes should be adequate. When you have completed the survey give it to the ETEP student in your classroom. He or she will return it to a member of the program assessment staff. A summary of the information provided classroom supervisors on this form will be returned to your school within a week.

Are there procedures that could be followed or arrangements made by students or staff participating in the ETE Program that would make the LABORATORY EXPERIENCE for students or for yourself easier to manage or richer as a learning experience?

Are there procedures that could be followed or arrangements made between the college and the schools that you think would improve the quality of the ETE PROGRAM AS A WHOLE, or the ease of its administration?

OCE Experimental Teacher Education Program
Trial Format #1
March, 1973

* * *

FINAL PROGRAM EVALUATION SURVEY: STUDENT

PART I

EVALUATION OF THE ETE PROGRAM AS A WHOLE

Would you recommend the continuation of the ETE program on a trial basis another year?

YES _____ NO _____ ONLY UNDER CERTAIN CONDITIONS _____

What is the basis for your recommendation?

In retrospect, what do you feel the most worthwhile features of the ETE program to be?

In retrospect, what aspects of the ETE program do you feel to be most critically in need of change?

Based upon the knowledge you have available, what are the advantages and disadvantages of the ETE program over the regular Junior Block program at OCE?

ADVANTAGES	DISADVANTAGES

From the point of view of the college the ETE program had a number of goals to achieve. These are listed below. Would you indicate the progress that you think was made during the course of the two terms of the ETE program toward the realization of these goals.

Goal	Much Progress	Some Progress	Little or No Progress	Suggestions for Improvement
1. Alter the scheduling of courses to make it possible for students to participate meaningfully in school activities and teaching throughout the program.				
2. Provide students opportunity to participate in decision making relative to the structure, content and operation of the ETE program.				
3. Provide students the opportunity to negotiate all that affects them as individuals within the context of the ETE program.				
4. Provide for early assessment of teaching competency, that is, before student teaching or an internship.				
5. Create conditions which enable college instructors to learn more about what their colleagues do in related courses.				
6. Combine the instructional talents of college faculty and school supervisors in ways in which benefit students, for example, joint college-school demonstrations of particular instructional methods.				
7. Provide opportunities for students and college faculty to try out ideas about teaching in schools.				
8. Provide faculty and students with information about reactions to instructional programs within a time frame that permits corrective action to be taken while these programs are still in progress.				
9. Provide students with information about their performance, in both course work and teaching, within a time frame that permits corrective action to be taken.				
10. Individualize instruction through the use of self-instructional materials and procedures.				
11. Individualize instruction by emphasizing abilities and outcomes rather than attendance and participation.				
12. Free students and faculty insofar as possible from the "fifty-minute", clock-bound features of the college class schedule.				
13. Provide school supervisors opportunity to participate in decision making relative to the structure, content and operation of the ETE program.				
14. Provide students opportunity to work with pupils of differing cultural and educational backgrounds.				

PART II

EVALAUTION OF COURSE-FREE ACTIVITIES WITHIN THE F

A number of learning activities were provided within the ETE program that were not tied to a sp indicate the worth of these various activities, in your judgment, and offer whatever suggestions you treatment in a second year of the ETE program. (NOTE: Not all students participated in all of the you did not participate in place a check in the NO BASIS FOR JUDGMENT column.)

Activity	NO BASIS FOR JUDGMENT	Judgment of Worth as a Learning					
		Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)		
		MUCH	SOME	LITTLE	MUCH	SOME	LITTLE
Informal Discussion Groups							
. Meetings organized according to schools							
. Meetings organized according to grade level							
. Discussion of the concept of "the open classroom"							
. The Christmas Party							
. Stating objectives and selecting appropriate evaluation procedures (Schalock)							
. The ETEP slide presentation by O'Brien							
vited Speakers							
. Dr. Myers: Developing Creativity							
. Dr. Yost: Ed Media							
. Mrs. Lucas: Mathematical Aids							
. Mrs. Ferguson: Punctuation							
Evaluation of Teaching Competencies							
. Evaluation of lesson planning							
. Evaluation of lesson presentation							
. Evaluation of planning for short term, full responsibility teaching							

PART II

EVALAUTION OF COURSE-FREE ACTIVITIES WITHIN THE PROGRAM

within the ETE program that were not tied to a specific course. These are listed below. Would you
your judgment, and offer whatever suggestions you might have as to either their improvement or their
TE: Not all students participated in all of the activities listed. When you come to an activity that
BASIS FOR JUDGMENT column.)

NO BASIS FOR UDGMENT	Judgment of Worth as a Learning Experience									Suggestions for Improvement or Treatment in Next Year's Program
	Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Value as a General Education Experience (Check one)			
	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART II: EVALUATION OF COURSE-FREE ACTIVITIES WITHIN THE PROGRAM

		Judgment of Worth as a Learning					
		Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)		
Activity	NO BASIS FOR JUDGMENT	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE
· Evaluation of short term, full responsibility teaching							
· Evaluation of planning for the student teaching equivalency demonstration							
· Evaluation of teaching in the student equivalency demonstration							
· The strategy of having students carry evaluation forms to and from school supervisors, and interpreting their meaning and intended use as needed							
Evaluation of the Experimental Teacher Education Program							
· The activity log and maintenance surveys							
· The adjustment surveys							
· The design surveys							
The final evaluation survey, from what you have seen of it							
· The strategy of having students carry the survey instruments to and from school supervisors							
Additional Activities							
· Video-tape critiques							
· Systematic observation data critiques (the Clark Smith observation data)							
· Participation in the program review and advisory meetings							

ITHIN THE PROGRAM

	Judgment of Worth as a Learning Experience									
NO ASIS FOR DGMENT	Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Value as a General Education Experience (Check one)			Suggestions for Improvement or Treatment in Next Year's Program
	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III

EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PR

A wide range of learning activities were provided within each course in the ETE program. These ar the worth of these various activities, in your judgment, and offer whatever suggestions you might have n a second year of the ETE program. (NOTE: Not all students participated in all of the activities li not participate in place a check in the NO BASIS FOR JUDGMENT column.)

		Judgment of Worth as a Learning Ex						
		Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Va Ec (C
Activity	NO BASIS FOR JUDGMENT	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MU
ART EDUCATION: FALL 1972								
. Student art work in the college laboratory (art sketch books)								
. Critiques of art work (from visitations to art gallerys)								
. Selected readings								
. Kittering Project studies								
. Class discussions								
- decision making								
- comparative philosophies as related to education								
- formal elements of art and responses to art, e.g., line, color, composition								
- dimensions of the learning process								
- choosing what to teach and knowing why to teach it								
- graphics								
- painting								
- art history								

PART III

TION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

within each course in the ETE program. These are listed below, by courses. Would you indicate
, and offer whatever suggestions you might have as to either their improvement or their treatment
tudents participated in all of the activities listed. When you come to an activity that you did
DGMENT column.)

	Judgment of Worth as a Learning Experience									Suggestions for Improvement
IS R MENT	Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Value as a General Education Experience (Check one)			
	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III: EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

		Judgment of Worth as a Learning Exp						
		Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Va Ed (C
Activity	NO BASIS FOR JUDGMENT	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MU
- developmental psychology vis a vis Project, Bruner								
- behavioral objectives vs. expressive objectives								
. Informal conferences with students								
. Practice in and philosophy of lesson preparation								
LEARNING AND INSTRUCTION IN THE ELEMENTARY SCHOOLS: FALL, 1972								
Reading								
. Reading the text Competencies in Teaching Reading by Wallen								
. Pursuing the activities called for in the text								
. Role playing pupil/teacher positions								
Researching a reading approach for group presentation								
. Response to and critique of the California Phonics Test								
. Teaching reading lessons to pupils								
. Tests taken in class over the text								
. Administration and critique of IRI								
. Administration and critique of an Interest Inventory								

HIN THE PROGRAM

	Judgment of Worth as a Learning Experience									Suggestions for Improvement
IS R	Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Value as a General Education Experience (Check one)			
MENT	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III: EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

		Judgment of Worth as a Learning Ex						
Activity	NO BASIS FOR JUDGMENT	Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			V E (
		MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	M
Educational Psychology								
. Reading the text Psychology Applied To Teaching by Biehler								
. Topics dealt with in class through the use of alternative learning activities								
- examination of personal and pupil values								
- establishing behavioral objectives								
- adjusting instruction to the individual								
- self-concept in teaching, including response to personality tests and conferencing around them								
- developing learning-teaching styles								
- identifying stress								
- intelligence measures								
- skills and attitudes								
- cultural influences								
- developmental characteristics								
- exceptional students								
. Test on the ability to write behavioral objectives and calculate intelligence quotients								
. Conferences								

	Judgment of Worth as a Learning Experience									Suggestions for Improvement
S	Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Value as a General Education Experience (Check one)			
ENT	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III: EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

Activity	NO BASIS FOR JUDGMENT	Judgment of Worth as a Learning Ex						
		Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			V E (
		MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	M
MUSIC FUNDAMENTALS: FALL, 1972								
Music 381								
. Topics in music theory								
- transposition								
- chord building								
- rhythm								
- major and minor scales								
- writing music								
. Tests over music theory topics								
. The development of skills on the recorder								
. The development of music reading skills								
. Concert attendance								
. Singing								
. Application of msuic skills in lessons taught to pupils								
. Final Conference								
Music 382								
. Topics in music theory								
- transposition								
- chord building								

HIN THE PROGRAM

S ENT	Judgment of Worth as a Learning Experience									Suggestions for Improvement
	Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Value as a General Education Experience (Check one)			
	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III: EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

Activity	NO BASIS FOR JUDGMENT	Judgment of Worth as a Learning					
		Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)		
		MUCH	SOME	LITTLE	MUCH	SOME	LITTLE
- rhythm							
- major and minor scales							
- writing music							
. Tests over music theory topics							
. The development of music reading skills							
. Proficiency tests on guitar and recorder skills							
. Application of music skills in lessons taught to pupils							
. Singing							
. Concert attendance							
. Final conference							
PE IN THE GRADES: FALL, 1972							
Teaching physical education activities to peers							
. Teaching physical education activities to pupils							
. Being taught physical education activities by peers							
. Research on topics in physical education							
. Application of past experience in physical education to teaching							
. Informal conferences							
. Informal discussion groups							
. Student evaluation of the course							

N THE PROGRAM

	Judgment of Worth as a Learning Experience									Suggestions for Improvement
	Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Value as a General Education Experience (Check one)			
T	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III: EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

	NO BASIS FOR JUDGMENT	Judgment of Worth as a Learning Ex						
		Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			V E (
Activity		MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	M
LEARNING AND INSTRUCTION IN THE ELEMENTARY SCHOOLS: WINTER, 1973								
. Guided self-analysis								
. Inquiry strategies								
. Data collection tools								
. Language arts independent projects								
- at the applicant level								
- at the knowledge level								
. Social studies and questioning techniques (Dr. Hiatt)								
. Analysis of three social studies units								
. The AV packet								
. Grouping procedures								
. Science curricula								
. Instructional games and simulation								
. Discipline and order in the classroom								
MATHEMATICS FOR ELEMENTARY TEACHERS: WINTER, 1973								
. The conditioning of children in relation to mathematical facts								
. Lesson planning								
. Lesson presentation								

Judgment of Worth as a Learning Experience									Suggestions for Improvement
mmediate Value or Teaching Check one)			Long-Term Value For Teaching (Check one)			Value as a General Education Experience (Check one)			
UCH	SOME	LITTLE	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III: EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

Activity	NO BASIS FOR JUDGMENT	Judgment of Worth as a Learning Ex						
		Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Va Ed (C
		MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MU
. Reading in the text								
. Tests taken in class								
- Rational numbers and properties								
- Mid-term examinations (2)								
- Final examination								
. Small group work on the use of mathematical models with pupils								
- place values and operations of whole numbers								
- rational number computation								
- geometry								
. Informal conferences								
MUSIC FUNDAMENTALS: WINTER, 1973 (MUSIC 383)								
. Discussion topics								
- Rote singing								
- Harmony								
- Rhythm								
- Conceptual development								
- Listening								
- Music reading								

Judgment of Worth as a Learning Experience									Suggestions for Improvement
Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Value as a General Education Experience (Check one)			
MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III: EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

Activity	NO BASIS FOR JUDGMENT	Judgment of Worth as a Learning Exp						
		Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Va Ed (C
		MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MU
- Creative lessons								
. Alternative activities								
- preparing written lesson plans								
- proficiency tests on instrument of choice								
- teaching lessons to peers								
- book reviews								
- bulletin board preparation								
- read, and summarize in writing, journal articles								
- preparation of a library research paper								
- observation of music lessons								
- reports on concerts attended								
- arranging for special speakers								
- playing before convalescent and/or day care centers								
- video taping a lesson presentation to peers, and critiquing that presentation								
- teaching short lessons to pupils (15 minutes)								
- teaching pupils a full period (30-40 minutes)								
- some other project of choice								

ITHIN THE PROGRAM

O SIS OR GMENT	Judgment of Worth as a Learning Experience									Suggestions for Improvement
	Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Value as a General Education Experience (Check one)			
	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III: EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

		Judgment of Worth as a Learning Ex						
	NO BASIS FOR JUDGMENT	Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			V E (
Activity		MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	M
. Conferences								
. Tests taken in class								
SCHOOL HEALTH: WINTER, 1973								
. Child health follow-up								
. School health program evaluation								
. Discussion topics in class								
- health services								
- comceptual approach to health								
- sex education								
- dental health								
- drugs								
. Speakers appearing in class								
- on mental health								
- on dental care								
- on drugs								
- on nutrition								
. Reading and reporting on journal articles								
. Lesson planning for presentation to pupils in the schools								

Judgment of Worth as a Learning Experience										
Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Value as a General Education Experience (Check one)				Suggestions for Improvement
MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE		

PART III: EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

		Judgment of Worth as a Learning Ex						
		Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			V E (
Activity	NO BASIS FOR JUDGMENT	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	M
. Lesson presentation to pupils								
. Test taken in class								
. Take home examination								
. Developing a statement of personal philosophy about health education								
. Reading the text								
. Informal conferences								

it

IN THE PROGRAM

	Judgment of Worth as a Learning Experience									Suggestions for Improvement
	Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Value as a General Education Experience (Check one)			
NT	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART IV

GENERAL COMMENTS

There may be comments, suggestions or judgments about the ETE program that you wish to make that you have not as yet had a chance to make. Please record them here, as candidly as you can. We need all the information and ideas we can obtain about the program in order to make good decisions about its future.

Comments re Art Education

Comments re Learning And Instruction
In The Elementary Schools

Comments re Mathematics For
Elementary Teachers

Comments re Music Fundamentals

Comments re PE In The Grades

Comments re School Health

Comments re The Program As A Whole

OCE Experimental Teacher Education Program
Trial Formal #1
March, 1973

* * *

FINAL PROGRAM EVALUATION SURVEY: COLLEGE FACULTY

PART I

EVALUATION OF THE ETE PROGRAM AS A WHOLE

Would you recommend the continuation of the ETE program on a trial basis another year?

YES _____ NO _____ ONLY UNDER CERTAIN CONDITIONS _____

What is the basis for your recommendation?

In retrospect, what do you feel the most worthwhile features of the ETE program to be?

In retrospect, what aspects of the ETE programd do you feel to be most critically in need of change?

Based upon the knowledge you have available, what are the advantages and disadvantages of the ETE program over the regular Junior Block program at OCE?

ADVANTAGES	DISADVANTAGES

From the point of view of the college the ETE program had a number of goals to achieve. Thes
Would you indicate the progress that you think was made during the course of the two terms of the
the realization of these goals.

Goal	Much Progress	Some Progress	Little or No Progress	
1. Alter the scheduling of courses to make it possible for students to participate meaningfully in school activities and teaching throughout the program.				
2. Provide students opportunity to participate in decision making relative to the structure, content and operation of the ETE program.				
3. Provide students the opportunity to negotiate all that affects them as individuals within the context of the ETE program.				
4. Provide for early assessment of teaching competency, that is, before student teaching or an internship.				
5. Create conditions which enable college instructors to learn more about what their colleagues do in related courses.				
6. Combine the instructional talents of college faculty and school supervisors in ways in which benefit students, for example, joint college-school demonstrations of particular instructional methods.				
7. Provide opportunities for students and college faculty to try out ideas about teaching in schools.				
8. Provide faculty and students with information about reactions to instructional programs within a time frame that permits corrective action to be taken while these programs are still in progress.				
9. Provide students with information about their performance, in both course work and teaching, within a time frame that permits corrective action to be taken.				
10. Individualize instruction through the use of self-instructional materials and procedures.				
11. Individualize instruction by emphasizing abilities and outcomes rather than attendance and participation.				
12. Free students and faculty insofar as possible from the "fifty-minute", clock-bound features of the college class schedule.				
13. Provide school supervisors opportunity to participate in decision making relative to the structure, content and operation of the ETE program.				
14. Provide students opportunity to work with pupils of differing cultural and educational backgrounds.				

ege the ETE program had a number of goals to achieve. These are listed below.
u think was made during the course of the two terms of the ETE program toward

	Much Progress	Some Progress	Little or No Progress	Suggestions for Improvement
ake it possible for y in school activi- ogram.				
icipate in decision ontent and operation				
negotiate all that the context of the				
hing competency, an internship.				
ge instructors to ues do in related				
college faculty and benefit students, emonstrations of				
nd college faculty schools.				
nformation about within a time on to be taken while ss.				
out their perform- ing, within a time on to be taken.				
e use of self- res.				
izing abilities and participation.				
s possible from the es of the college				
ity to participate structure, content				
with pupils of backgrounds.				

PART II: EVALUATION OF COURSE-FREE ACTIVITIES WITHIN THE PROGRAM

Activity	NO BASIS FOR JUDGMENT	Judgment of Worth as a Learning Ex						
		Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			V E (
		MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	M
. Evaluation of short term, full responsibility teaching								
. Evaluation of planning for the student teaching equivalency demonstration								
. Evaluation of teaching in the student equivalency demonstration								
. The strategy of having students carry evaluation forms to and from school supervisors, and interpreting their meaning and intended use as needed								
Evaluation of the Experimental Teacher Education Program								
. The activity log and maintenance surveys								
. The adjustment surveys								
. The design surveys								
The final evaluation survey, from what you have seen of it								
. The strategy of having students carry the survey instruments to and from school supervisors								
Additional Activities								
. Video-tape critiques								
. Systematic observation data critiques (the Clark Smith observation data)								
. Participation in the program review and advisory meetings								

THE PROGRAM

Judgment of Worth as a Learning Experience									
Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Value as a General Education Experience (Check one)			Suggestions for Improvement or Treatment in Next Year's Program
MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART II

EVALAUTION OF COURSE-FREE ACTIVITIES WITHIN THE PROGRA

A number of learning activities were provided within the ETE program that were not tied to a specifi indicate the worth of these various activities, in your judgment, and offer whatever suggestions you migh treatment in a second year of the ETE program. (NOTE: Not all faculty participated in all of the activ u did not participate in place a check in the NO BASIS FOR JUDGMENT column.)

Activity	NO BASIS FOR JUDGMENT	Judgment of Worth as a Learning Expe						
		Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Val Edu (Ch
		MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MUC
Informal Discussion Groups								
. Meetings organized according to schools								
. Meetings organized according to grade level								
. Discussion of the concept of "the open classroom"								
. The Christmas Party								
. Stating objectives and selecting appropriate evaluation procedures (Schalock)								
. The ETEP slide presentation by O'Brien								
Invited Speakers								
. Dr. Myers: Developing Creativity								
. Dr. Yost: Ed Media								
. Mrs. Lucas: Mathematical Aids								
. Mrs. Ferguson: Punctuation								
Evaluation of Teaching Competencies								
. Evaluation of lesson planning								
. Evaluation of lesson presentation								
. Evaluation of planning for short term, full responsibility teaching								

PART II

AUTION OF COURSE-FREE ACTIVITIES WITHIN THE PROGRAM

in the ETE program that were not tied to a specific course. These are listed below. Would you
judgment, and offer whatever suggestions you might have as to either their improvement or their
Not all faculty participated in all of the activities listed. When you come to an activity that
S FOR JUDGMENT column.)

	Judgment of Worth as a Learning Experience									Suggestions for Improvement or Treatment in Next Year's Program
S	Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Value as a General Education Experience (Check one)			
ENT	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III

EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PR

A wide range of learning activities were provided within each course in the ETE program. Listed b
ou taught. Would you indicate the worth of these various activities, in your judgment, and offer what
their improvement or their treatment in a second year of the ETE program. (NOTE: Not all students par
When you come to an activity that had no student participation place a check in the NO BASIS FOR JUDGME

Activity	NO BASIS FOR JUDGMENT	The approximate time students spent in the activity	The approximate time you spent in preparing, supervising, or following up on the activity	Your estima the immediat value of the activity to of the stude in their tea ing (check one)		
				MUCH	SOME	LI
ART EDUCATION: FALL 1972						
. Student art work in the college laboratory (art sketch books)						
. Critiques of art work (from visitations to art gallerys)						
. Selected readings						
Kittering Project studies						
. Class discussions						
- decision making						
- comparative philosophies as related to education						
- formal elements of art and responses to art, e.g., line, color, composition						
- dimensions of the learning process						
- choosing what to teach and knowing why to teach it						

PART III

ION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

ithin each course in the ETE program. Listed below are the major activities in the course(s)
us activities, in your judgment, and offer whatever suggestions you might have as to either
the ETE program. (NOTE: Not all students participated in all of the activities listed.
pation place a check in the NO BASIS FOR JUDGMENT column.)

e approximate me students ent in the tivity	The approximate time you spent in preparing, supervising, or following up on the activity	Your estimate of the immediate value of the activity to most of the students in their teaching (check one)			Your estimate of the long-term value of the activity to most of the students (check one)			Suggestions for Improvement or Treatment in Next Year's Program
		MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III - EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

Activity	NO BASIS FOR JUDGMENT	The approximate time students spent in the activity	The approximate time you spent in preparing, supervising, or following up on the activity	Your estim the immedi value of t activity t of the stu in their t ing (check one	
				MUCH	SOME
- graphics					
- painting					
- art history					
- developmental psychology vis a vis Project, Bruner					
- behavioral objectives vs. expressive objectives					
. Informal conferences with students					
. Practice in and philosophy of lesson preparation					
LEARNING AND INSTRUCTION IN THE ELEMENTARY SCHOOLS: FALL, 1972					
Reading					
. Reading the text Competencies in Teaching Reading by Wallen					
. Pursuing the activities called for in the text					
. Role playing pupil/teacher positions					
. Researching a reading approach for group presentation					
. Response to and critique of the California Phonics Test					

THIN THE PROGRAM

The approximate time students spent in the activity	The approximate time you spent in preparing, supervising, or following up on the activity	Your estimate of the immediate value of the activity to most of the students in their teaching (check one)			Your estimate of the long-term value of the activity to most of the students (check one)			Suggestions for Improvement or Treatment in Next Year's Program
		MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III - EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

Activity	NO BASIS FOR JUDGMENT	The approximate time students spent in the activity	The approximate time you spent in preparing, supervising, or following up on the activity	Your esti the immed value of activity of the st in their ing (check or	
				MUCH	SOME
. Teaching reading lessons to pupils					
. Tests taken in class over the text					
. Administration and critique of IRI					
. Administration and critique of an Interest Inventory					
Educational Psychology					
. Reading the text Psychology Applied To Teaching by Biehler					
. Topics dealt with in class through the use of alternative learning activities					
- examination of personal and pupil values					
- establishing behavior objectives					
- adjusting instruction to the individual					
- self-concept in teaching, including response to personality tests and conferencing around them					
- developing learning-teaching styles					
- identifying stress					
- intelligence measures					

WITHIN THE PROGRAM

NT	The approximate time students spent in the activity	The approximate time you spent in preparing, supervising, or following up on the activity	Your estimate of the immediate value of the activity to most of the students in their teaching (check one)			Your estimate of the long-term value of the activity to most of the students (check one)			Suggestions for Improvement or Treatment in Next Year's Program
			MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III - EVALUATION OF COURSE-SEPCIFIC ACTIVITIES WITHIN THE PROGRAM

Activity	NO BASIS FOR JUDGMENT	The approximate time students spent in the activity	The approximate time you spent in preparing, supervising, or following up on the activity	Your est the imme value of activity of the s in their ing (check o	
				MUCH	SOM
- skills and attitudes					
- cultural influences					
- developmental characteristics					
- exceptional students					
. Test on the ability to write behaivoral objectives and calculate intelligence quotients					
. Conferences					
MUSIC FUNDAMENTALS: FALL, 1972					
Music 381					
. Topics in music theory					
- transposition					
- chord building					
- rhythm					
- major and minor scales					
- writing msuic					
. Tests over music theory topics					
. The development of skills on the recorder					
. The development of music reading skills					

S WITHIN THE PROGRAM

& S ENT	The approximate time students spent in the activity	The approximate time you spent in preparing, supervising, or following up on the activity	Your estimate of the immediate value of the activity to most of the students in their teaching (check one)			Your estimate of the long-term value of the activity to most of the students (check one)			Suggestions for Improvement or Treatment in Next Year's Program
			MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III - EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

Activity	NO BASIS FOR JUDGMENT	The approximate time students spent in the activity	The approximate time you spent in preparing, supervising, or following up on the activity	Your esti the immed value of activity of the st in their ing (check one	
				MUCH	SOME
. Concert attendance					
. Singing					
. Application of music skills in lessons taught to pupils					
. Final Conference					
Music 382					
. Topics in music theory					
- transposition					
- chord building					
- rhythm					
- major and minor scales					
- writing music					
. Tests over music theory topics					
. The development of music reading skills					
. Proficiency tests on guitar and recorder skills					
. Application of music skills in lessons taught to pupils					
. Singing					

ITHIN THE PROGRAM

The approximate time students spent in the activity	The approximate time you spent in preparing, supervising, or following up on the activity	Your estimate of the immediate value of the activity to most of the students in their teaching (check one)			Your estimate of the long-term value of the activity to most of the students (check one)			Suggestions for Improvement or Treatment in Next Year's Program
		MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III - EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

Activity	NO BASIS FOR JUDGMENT	The approximate time students spent in the activity	The approximate time you spent in preparing, supervising, or following up on the activity	Your esti the immed value of activity of the st in their ing (check on	
				MUCH	SOME
. Concert attendance					
. Final conference					
PE IN THE GRADES: FALL, 1972					
. Teaching physical education activities to peers					
. Teaching physical education activities to pupils					
. Being taught physical education activities by peers					
. Research on topics in physical education					
. Application of past experience in physical education to teaching					
. Informal conferences					
. Informal discussion groups					
. Student evaluation of the course					
LEARNING AND INSTRUCTION IN THE ELEMENTARY SCHOOLS: WINTER, 1973					
. Guided self-analysis					
. Inquiry strategies					
. Data collection tools					

IES WITHIN THE PROGRAM

IS R GMENT	The approximate time students spent in the activity	The approximate time you spent in preparing, supervising, or following up on the activity	Your estimate of the immediate value of the activity to most of the students in their teaching (check one)			Your estimate of the long-term value of the activity to most of the students (check one)			Suggestions for Improvement or Treatment in Next Year's Program
			MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III - EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

Activity	NO BASIS FOR JUDGMENT	The approximate time students spent in the activity	The approximate time you spent in preparing, supervising, or following up on the activity	Your estimat the immediat value of the activity to of the stude in their teaing (check one)		
				MUCH	SOME	LI
. Language arts independent projects						
- at the application level						
- at the knowledge level						
. Social studies and questioning techniques (Dr. Hiatt)						
. Analysis of three social studies units						
. The AV packet						
. Grouping procedures						
. Science curricula						
. Instructional games and simulation						
. Discipline and order in the classroom						
MATHEMATICS FOR ELEMENTARY TEACHERS: WINTER, 1973						
. The conditioning of children in relation to mathematical facts						
. Lesson planning						
. Lesson presentation						
. Reading in the text						
. Tests taken in class						

THE PROGRAM

approximate students t in the vity	The approximate time you spent in preparing, supervising, or following up on the activity	Your estimate of the immediate value of the activity to most of the students in their teaching (check one)			Your estimate of the long-term value of the activity to most of the students (check one)			Suggestions for Improvement or Treatment in Next Year's Program
		MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III - EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

Activity	NO BASIS FOR JUDGMENT	The approximate time students spent in the activity	The approximate time you spent in preparing, supervising, or following up on the activity	Your es the imr value c activit of the in thei ing (check	
				MUCH	SC
- rational numbers and properties					
- mid-term examinations (2)					
- final examination					
. Small group work on the use of mathematical models with pupils					
- place values and operations of whole numbers					
- rational number computation					
- geometry					
. Informal conferences					
MUSIC FUNDAMENTALS: WINTER, 1973 (MUSIC 383)					
. Discussion topics					
- rote singing					
- harmony					
- rhythm					
- conceputal development					
- listening					
- music reading					
- creative lessons					

ITHIN THE PROGRAM

The approximate time students spent in the activity	The approximate time you spent in preparing, supervising, or following up on the activity	Your estimate of the immediate value of the activity to most of the students in their teaching (check one)			Your estimate of the long-term value of the activity to most of the students (check one)			Suggestions for Improvement or Treatment in Next Year's Program
		MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III - EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

Activity	NO BASIS FOR JUDGMENT	The approximate time students spent in the activity	The approximate time you spent in preparing, supervising, or following up on the activity	Your estima the immedia value of th activity to of the stud in their te ing (check one)		
				MUCH	SOME	L
. Alternative activities						
- preparing written lesson plans						
- proficiency tests on instrument of choice						
- teaching lessons to peers						
- book reviews						
- bulletin board preparation						
- read, and summarize in writing, journal articles						
- preparation of a library research paper						
- observation of music lessons						
- reports on concerts attended						
- arranging for special speakers						
- playing before convalescent and/or day care centers						
- video taping a lesson presentation to peers, and critiquing that presentation						
- teaching pupils a full period (30-40 minutes)						
- some other project of choice						

WITHIN THE PROGRAM

T	The approximate time students spent in the activity	The approximate time you spent in preparing, supervising, or following up on the activity	Your estimate of the immediate value of the activity to most of the students in their teaching (check one)			Your estimate of the long-term value of the activity to most of the students (check one)			Suggestions for Improvement or Treatment in Next Year's Program
			MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III - EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

Activity	NO BASIS FOR JUDGMENT	The approximate time students spent in the activity	The approximate time you spent in preparing, supervising, or following up on the activity	Your estimat the immediat value of the activity to of the stud in their tea ing (check one)		
				MUCH	SOME	L
. Conferences						
. Tests taken in class						
SCHOOL HEALTH: WINTER, 1973						
. Child health follow-up						
. School health program evaluation						
. Discussion topics in class						
- health services						
- conceptual approach to health						
- sex education						
- dental health						
- drugs						
. Speaker appearing in class						
- on mental health						
- on dental care						
- on drugs						
- on nutrition						
. Reading and reporting on journal articles						

THE PROGRAM

pproximate students in the ity	The approximate time you spent in preparing, supervising, or following up on the activity	Your estimate of the immediate value of the activity to most of the students in their teaching (check one)			Your estimate of the long-term value of the activity to most of the students (check one)			Suggestions for Improvement or Treatment in Next Year's Program
		MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART III - EVALUATION OF COURSE-SPECIFIC ACTIVITIES WITHIN THE PROGRAM

Activity	NO BASIS FOR JUDGMENT	The approximate time students spent in the activity	The approximate time you spent in preparing, supervising, or following up on the activity	Your estimat the immediat value of the activity to of the stude in their tea ing (check one)		
				MUCH	SOME	LI
. Lesson planning for presentation to pupils in the schools						
. Lesson presentation to pupils						
. Test taken in class						
. Take home examination						
. Developing a statement of personal philosophy about health education						
. Reading the text						
. Informal conferences						

The approximate time students spent in the activity	The approximate time you spent in preparing, supervising, or following up on the activity	Your estimate of the immediate value of the activity to most of the students in their teaching (check one)			Your estimate of the long-term value of the activity to most of the students (check one)			Suggestions for Improvement or Treatment in Next Year's Program
		MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	

PART IV

GENERAL COMMENTS

There may be comments, suggestions or judgments about the ETE program that you wish to make that you have not as yet had a chance to make. Please record them here, as candidly as you can. We need all the information and ideas we can obtain about the program in order to make good decisions about its future.

Comments re the course(s) you taught

Comments re the relationship of the course(s) you taught to other courses offered in the program

Comments re the program as a whole

APPENDIX F: PROGRAM STANDARDS

The Enclosed materials represent the Program Standards developed to date.

ATTACHMENT A. PERFORMANCE STANDARDS

I. PERFORMANCE STANDARDS FOR LESSON TEACHING

The first and simplest context within which teaching competency is to be demonstrated in the ETE program at OCE is lesson teaching. Competency at this level of teaching must be demonstrated before a student is free to engage in full responsibility teaching. At least three lessons must be taught for purposes of formal evaluation, and standards must be met for both their preparation and their presentation.

Standards for Lesson Planning

In Preparing for lesson teaching a reasonably detailed lesson plan must be prepared and reviewed by both college and school supervisors. The standards set for the preparation of plans are item specific standards that is, both the college and school supervisor must indicate, independently, that every item to be attended to in the plan has been dealt with satisfactorily. This standard must be met before the lesson can be presented to children. If a plan does not meet this standard upon its initial review, it must be revised until it does.

Standards for Lesson Presentation

The standards set for performance in the presentation of lessons are pattern standards, that is, they apply to the pattern of performance demonstrated in the presentation of three or more lessons. Two standards are to be applied to the performance record of a student on the three or more lessons presented:

- evidence of favorable perforamnce on each of the teaching functions assessed in at least one of the three lessons presented;

- evidence of favorable performance on the preponderance of teaching functions assessed in the three lessons presented. Preponderance is defined here to mean at least 75% of the functions assessed in the course of the three lessons presented will reflect evidence of favorable performance, and no more than 25% of the functions assessed will reflect evidence of unfavorable performance.

II. PERFORMANCE STANDARDS FOR SHORT TERM (2-5 DAYS), FULL RESPONSIBILITY TEACHING

When students in the ETE program meet performance requirements in lesson teaching they are free to enter the first full responsibility teaching experience that is provided in the program. This is what is termed a short term, full responsibility teaching context. This experience requires a student in the program to assume full responsibility for planning and carrying out instruction in the schools for a minimum of two days and a maximum of five.

Three kinds of standards are applied to a student's perforamnce in short term, full responsibility teaching. Two of these correspond to the standards applied to lesson teaching. The third set of standards pertains to the utilization and management of affect.

Standards for Curriculum Planning

As in the case of individual lesson teaching, a curriculum plan for short term full responsibility teaching must be approved before teaching can be undertaken. This requires that a reasonably detailed curriculum plan be prepared for the two to five day demonstration (as used here a curriculum plan consists of a number of individual lesson plans, and the relationships if any between them), the curriculum plan be reviewed by both college and school supervisors by lesson plan, and that both the college and school supervisors must indicate, independently, that each of the items to be attended to in the plan as a whole has been dealth with satisfactorily. In keeping with the generally more demanding requirements of the short term full responsiblity demonstration all lessons to be presented within the two to five day teaching period must meet acceptable standards before teaching can begin.

Standards for Curriculum Presentation

Standards for curriculum presentation in short term full responsibility teaching are more demanding, and cover more aspects of teaching, than do the standards for individual lesson presentation. The first standard assumes the same form as one of the standards set for the presentation of individual lessons. This is the pattern standard that requires evidence of favorable performance on the preponderance of teaching functions assessed in the sum of the lessons presented in the two to five days of full responsibility teaching. The second standard for lesson presentation is also a pattern standard, and requires that over the course of the lessons presented in the period of full responsibility teaching

- variety in learning activities will be provided;
- variety in cognitive functions and levels in pupils will be exercised;
- variety in affective expressions will be employed in teaching; and
- positive feelings in pupils, such as excitement and interest, will be utilized in their learning.

Standards for Affect Management

The standards set for the management of affect in short term full responsibility teaching take as their focus four dimensions of affective expression:

- teacher responses to instances of pupil affect;
- the management of pupil responses to instances of pupil affect;
- the anticipation of pupil upsets and disruptions, and their redirection; and
- the management of pupil upsets and disruptions when such occur.

Performance standards in relation to these dimensions of affective expression require that during the course of the full responsibility teaching experience a student need only to perform effectively three of the four dimensions specified (any three will do), and that he or she needs to perform to this level on only one of the two or more days that he engages in full-time teaching. Such a standard reflects the view that the management of affect in a classroom is a complex matter, and that in an initial full responsibility teaching situation performance standards set for it should not be particularly demanding.

APPENDIX G: DOCUMENTS RELATED TO EVALUATION OF THE ASSESSMENT SYSTEM

Enclosed are the materials related to an analysis of the assessment forms sent to students, classroom supervisors, and college supervisors in regard to the assessment system. These documents are also appropriate as background materials for Part C: The Evaluation of the Oregon College of Education Competency Based Teacher Education Program.

FORMATIVE PROGRAM EVALUATION DATA: STUDENT

(DERIVED FROM ADJUSTMENT AND MAINTENANCE SURVEYS)
ADMINISTERED IN FALL AND WINTER TERMS

Experimental Elementary Teacher Education Program
Oregon College of Education
March, 1973

SUMMARY AND INTERPRETATION OF STUDENT FORMATIVE RESPONSES TO THE ETE PROGRAM AS A WHOLE

The formative and final evaluation data from students are consistent in indicating the great value attributed to the laboratory experiences in the ETE Program (see item 15), even though at the eighth week of the first term the majority of students sampled saw the laboratory experiences as having moderate or little value. Also in keeping with the final evaluation data, students indicated throughout the two terms of the program that better communication was needed between the laboratory and campus components of the program (see item 18). The consistency of both the perceived value of the laboratory experience, and the perceived need throughout the program for increased communication in relation to it, simply reinforce the questions raised around these findings in the summary of the final student evaluation data.

In addition to this general finding, the formative evaluation data point up a number of questions that need to be asked. The data that triggered the questions, and the questions themselves, follow:

1. There was apparently considerable uncertainty or confusion about the nature of the ETE Program during the first term of its operation, the objectives that were trying to be realized, etc. This is reflected in items 1 and 4, first and second administrations. Apparently, however, by the fourth week in the second term the nature and the objectives of the program became reasonably clear. The question is: could the program be organized and presented in such a way that lack of clarity could be reduced or eliminated at an earlier point in time? Simultaneously, however, a second question needs to be asked: is the reduction or elimination of uncertainty in an educational program desirable even if it is possible? The data reported in item 5 and some of the entries that appear within item 7 support the legitimacy of such a question.

2. In addition to being relatively unclear as to the nature and objectives of the program in its first term of operation, students were also relatively unclear about how individual courses within the program related to one another (item 8), and to some extent how the activities engaged in on campus related to the activities engaged in in the schools (item 11). Again, while the immediate response is to ask whether it would not be possible to organize and carry out the program in such a way that lack of understanding is reduced, there is the question of whether the reduction of such uncertainty would be good even if it could be accomplished? The relatively even split in the yes/no responses to items 10 and 14 support the legitimacy of this latter question.

3. The wisdom of attempting to reduce confusion, lack of clarity, etc. in relating to program operation and objectives through increased program organization is brought into further question by the data that appear in item 7. While the relative lack of organization was indicated in the program, especially in its first term, and so-so systemtization in its presentation, nearly all students indicated that they thought that the program was relevant, and that they perceived it as being personally interesting, professionally beneficial, and beneficial to their general education. What is to be made of such data from the point of view of specificity of program objectives, program organization, etc.?

4. In light of the major emphasis within the program on accommodating to individual differences, the third from the last entry in item 7 needs to receive careful consideration. Was the program in fact not accommodating to individual differences? Was it accommodating to them as much as an organized program of professional study can? Were students' perceptions of what accommodation to individual differences means distorted? Or was the program in fact not as accommodating to individual differences as it could or should have been?

Specific suggestions for program improvement, and the frequency with which they have been made, appear in items 17, 18, 19 and 20.

Number of surveys returned:		
	First administration	12
	Second administration	16
	Third administration	34

NOTE: The data that appear in the pages that follow are derived from the Maintenance Survey, which was administered weekly throughout the program, and the Adjustment Survey which was administered on three occasions, the 5th and 8th weeks of the first term of the ETE Program, and the 4th week of the second term. The Maintenance Survey was administered to a sample of ten students per week during the first term of the program and five students per week the second term. The Adjustment Survey was directed to one-half of the students in the program on its first and second administration, and all of the students on the third administration.

Questions About The Program As A Whole

1. Do you think you could explain what the program as a whole is trying to accomplish?

	Yes	No	Maybe
First administration	6	0	6
Second administration	10	0	6
Third administration	28	0	5

2. Do you think you could explain the characteristics of the ETE Program that set it apart from most teacher education programs, or that warrent its being called an "Experimental teacher education program?

	Yes	No	Maybe
First administration	7	0	3
Second administration	11	1	4
Third administration	28	0	5

3. To what extent have the goals or objectives of the program as a whole been spelled out?

	Detailed	Alluded to	Not attended to
First administration	4	7	0
Second administration	7	8	1
Third administration	25	8	0

4. If the goals or objectives of the program have been spelled out, have you been able to relate most of the learning activities engaged in thus far in the term to their realization?

	Directly	Indirectly	No observable connection
First administration	4	5	0
Second administration	7	6	0
Third administration	20	13	0

5. Whether or not the goals or objectives of the program have been spelled out, have you formulated what you personally want to take from the program?

	Yes	No
First administration	11	1
Second administration	15	1
Third administration	30	3

If your answer is yes, would you describe what those things are?

First Administration	Second Administration	Third Administration
To be able to teach more effectively (5) To apply concepts from college classes to public school classes (2) To assess personal strengths and weaknesses (1) Gain additional knowledge about teaching (1)	Gain better understanding of teaching responsibilities (3) Discover methods and activities to implement in classroom (3) Have more instruction in reading (3) Become a competent teacher (2) Better knowledge of pupil differences (1) Find a teaching style congruent personally (1) Gain more knowledge in subject areas (1) Relate subject areas together (1) Fulfill myself in order to develop the same in pupils (1) Improve in class management lesson planning and presentation (1)	Learn various teaching methods (13) Become a competent teacher (10) Find a personal teaching style (5) Evaluate personal teaching abilities (2) Prepare for interning (1) Obtain teaching certificate (1)

6. What indications do you have that you are progressing toward or have achieved the goals or objectives set for the program, or those that you have set for yourself?

First Administration	Second Administration	Third Administration
Personal confidence in teaching abilities (2)	Personal confidence in teaching abilities (8)	Personal evaluation of progress in lab (20)
Been able to apply concepts from college classes to public school classes (2)	Cues from working in public schools (2)	Supervisor evaluation of progress in lab (4)
Cues from pupils (2)	Completion of college assignments (1)	Personal satisfaction in teaching (2)
	Positive cues from pupils (1)	Grades from fall term (1)
	Knowledge gained in specific subject areas (1)	Clearer knowledge of concepts taught (2)
	More confidence in teaching a variety of subjects (1)	
	Greater efficiency in dealing with all types of learners (1)	
	Feel the need to learn a great deal (1)	

7. What is your general reaction to the ETE Program as a whole thus far?

Item	First Administration			Second Administration			Third Administration		
	Very	Somewhat	Little	Very	Somewhat	Little	Very	Somewhat	Little
Organized	1	11	1	2	13	0	16	18	0
Relevant	13	1	0	13	2	0	29	4	0
Systematically presented	7	7	0	1	14	0	14	13	0
Personally interesting	14	0	0	14	1	0	25	9	0
Professionally beneficial	13	1	0	13	2	0	31	2	0
Of benefit to my general education	13	1	0	11	3	0	31	2	1
Accommodating to individual differences	8	6	0	7	7	1	18	14	1
Consistent with that which is advocated for the schools	9	3	1	9	3	1	21	12	0
Other Reactions	0	0	0	0	0	0	0	0	0

Questions About Course/Program Linkage

8. Do you think you could explain how the individual courses that comprise the program relate to one another, as well as the program as a whole?

	Yes	No	Maybe
First administration	3	0	6
Second administration	7	1	6
Third administration	17	3	14

9. Have there been efforts to relate the individual courses to the program as a whole, and visa-versa?

	Yes, in all or most courses	Yes, in some courses	No
First administration	4	10	0
Second administration	6	9	0
Third administration	17	15	1

10. Do you think instructors should spend additional time clarifying how individual courses within the program relate to one another, or to the program as a whole?

	Yes	No
First administration	6	5
Second administration	11	3
Third administration	20	14

Questions About Classroom/ Laboratory Linkage

11. Do you think you could explain how the college-based learning activities you have engaged in in the program relate to your school-based learning activities, and visa-versa?

	Yes	No	Maybe
First administration	9	0	2
Second administration	3	1	3
Third administration	22	1	11

12. Have there been efforts to relate the college-based and school-based learning experiences by college instructors?

	Yes, in all or most courses	Yes, in some courses	No
First administration	7	7	0
Second administration	6	9	0
Third administration	17	13	3

13. Have there been efforts to relate college-based and school-based learning experiences by classroom supervisors?

	Often	Sometimes	Rarely or Never
First administration	2	5	7
Second administration	3	8	4
Third administration	7	15	11

14. Do you think that college instructors and/or school supervisors should spend more time clarifying how classroom and laboratory experiences relate to one another?

	Yes	No
First administration	6	5
Second administration	7	8
Third administration	22	12

20. What changes would you recommend in the STRUCTURE, CONTENT, or PROCEDURES of the program as a whole for the immediate future?

First Administration

Clarify class objectives and evaluation procedures (5)
Decrease pressure from college courses (5)
Straighten out schedule (3)
Increase structure (3)
Establish more communication between school supervisor/college supervisor/student (2)
Greater coordination between college classes (2)
Obtain adequate rooms for college classes (1)
Allow more time to plan lessons (1)
Consider outside obligations of work, classes (1)

Second Administration

Clarify class objectives (4)
Establish communication between school supervisor/college supervisor/student (2)
Decrease structure of college classes (3)
Greater coordination between college classes (2)
Decrease pressure from college classes (2)
Have full-time ETEP instructors (2)
Reorganize informal Wednesday meetings (1)
Introduce lesson units earlier (1)
Obtain adequate room for college classes (1)
Do not divide students into two groups (1)
Improve transportation to public schools (1)

Third Administration

Too many demands from colleg courses, not enough time to plan lessons (7)
Increase coordination betwee college courses (6)
Need more time to conference with college instructors - difficult to reach (4)
Increase structure (2)
Encourage students not to take outside courses (1)
Work out transportation problems (1)
Offer more reading classes (1)

FORMATIVE PROGRAM EVALUATION DATA: SCHOOL SUPERVISOR

(DERIVED FROM ADJUSTMENT AND MAINTENANCE SURVEYS)
ADMINISTERED IN FALL AND WINTER TERMS

Experimental Elementary Teacher Education Program
Oregon College of Education
March, 1973

SUMMARY AND INTERPRETATION OF FORMATIVE RESPONSES OF THE SCHOOL SUPERVISORS TO THE ETE PROGRAM AS A WHOLE

The school supervisors responding to the formative assessment instruments were not overwhelmingly enthusiastic in their response to the ETE Program, though they were generally supportive of it (see item 8, and the first six enteries in item 7). Are these responses an accurate reflection of the worth of the program in the eyes of school personnel generally, or are they biased in some way or another, for example, through a biased sample of respondents or a sample of respondents answering questions on less than complete information? If the answers are accurate representations of teachers' perceptions of the worth of the program, is there reason to try and improve their perceptions the next time the program is offered? How supportive of a program of this kind must participating teachers be? The strongest elements seen in the program from the teachers point of view are listed in item 9.

In addition ot this general reaction to the program, the data suggest a number of conclusions worth exploring and a number of questions worth asking.

1. The cooperating teachers perceive the enthusiasm of the students for the laboratory component of the program (see item 1). How the feelings of the students in this regard were communicated, and whether it is important that they were communicated is unclear. Is it important that cooperating teachers feel taht students are excited by what they are learning in the laboratory?

2. Teachers tended to view the extent of coordination between the campus and laboratory components of the program differently than did students. While students saw the coordination as being relatively weak, teachers saw it as being relatively well attended to (see item 3). Who's perception was most accurate? How critical is it that teachers view the laboratory and campus components as being well coordinated?

3. The teachers' perception of the extent to which the program accommodated student differences tended to be at odds with student perception during the first term of the program, but relatively supportive of it second term (see entry 6 in item 7). This again rasies the question of how responsive to individual differences of students the program actually was.

4. The program was not perceived by teachers as being overly demanding of their time (see the last entry in item 7). If additional time demands were made, how could they be arranged? Is there any reason to believe that additional time demands will be required in the program? Is there any reason to believe that if additional time were needed teachers would be willing or able to give it?

Suggestions for the improvement of the ETE Program, and the frequencies with which they were made, appear in items 4, 5, 6, 10 and 11.

Number of surveys returned:		
	First Administration	8
	Second Administration	6
	Third Administration	9

NOTE: The data that appear in the pages that follow are derived from the Maintenance Survey, which was administered weekly throughout the program, and the Adjustment Survey which was administered on three occasions, the 5th and 11th weeks of the first term of the ETE Program, and the 9th week of the second term. The Maintenance Survey was administered to a sample of nine School Supervisors each week throughout the program, and the Adjustment Survey was directed to 1/4 of the School Supervisors in the program on its first administration, 1/2 of the School Supervisors on its second administration and 3/4 of the School Supervisors on its third administration.

Laboratory Assessment

1. Do you feel that the ETEP student(s) that you supervise view their classroom experiences thus far as valuable learning experiences?

	Very Valuable	Moderately Valuable	Of Little Value
First administration	7	1	0
Second administration	4	2	0
Third administration	8	1	0

2. What indicators did you rely upon in making your judgment?

First Administration	Second Administration	Third Administration
ETEP student responses (4)	Students competence in classroom (3)	Response of ETEP student to program (3)
Enthusiasm, attendance, promptness of ETEP student (2)	Student has experience in all areas of classroom (2)	Concern shown by student towar pupils (2)
Concern shown pupils (2)	Interest and enthusiasm shown by student (2)	Competent behavior in classroom (2)
Increased competence in classroom (1)	Extra time spent in lab by student (1)	Willingness of student to attempt all aspects of teaching (2)
		Regular attendance of student (1)

3. How well coordinated do you feel the college and school aspects of the ETE Program to be?

	Well Coordinated	Moderately Well Coordinated	Not Well Coordinate
First administration	7	1	0
Second administration	4	2	0
Third administration	8	1	0

4. In what ways do you think these two aspects of the program could be better coordinated?

First Administration	Second Administration	Third Administration
Meet with college faculty prior and during programs duration to clarify student and program objectives (12) Establish criteria for student evaluations (1) Provide background information on ETEP student (1)	Establish more communication prior to program (1) Have greater planning time allowances for School Supervisor/ student (1)	Establish greater communicatio between School Supervisor/ College Supervisor/ student (5) Give School Supervisor desired learning outcomes for ETEP student (1) Allow pre-planning time for School Supervisor (1)

5. What changes do you see needing to be made a) the present time in the nature of the laboratory experiences that accompany the ETE program?

First Administration	Second Administration	Third Administration
Clarify the objectives of the course for the student (6)	Allow student to spend more time in public schools (3)	Improve communication between School Supervisor/student (2)
Increase teacher-student planning time (4)	Vary the day the student comes to the classroom (1)	Provide transportation help for ETEP students (1)
Allow for continuity by having different lab schedule (4)	Let student remain in same class for a few weeks, then change (1)	Increase follow-up lessons to see if long-range goals are achieved (1)
Increase amount of student time spent in lab (2)		Increase time in public schools - less on college campus (1)
Require students to keep log of activities (1)		Give demonstrations of successful lessons with student debriefing (1)
Provide student time to see other aspects of teaching (1)		
Avoid casual drop-ins to classroom (1)		

6. What changes do you see needing to be made at the present time to get students ready to take full advantage of the laboratory experience that accompanys the ETE Program?

First Administration	Second Administration	Third Administration
Clarify objectives students are to realize (6) Establish meetings with School Supervisors/students prior to beginning of term (4) Provide background material on ETEP students (3)	Set up meetings prior to program (1)	Instruct School Supervisor how to fill out forms before program (2) Revise forms - they are difficult to understand and questions overlap (1) Establish meetings between Schoo Supervisor/College Supervisor/student (2) Emphasize continuity by having student select special area with long-range goals to pursue (1) Have time in classroom arranged on consecutive days (1) Do not limit ETEP students to one School Supervisor (1)

Program Assessment

7. What are your general reactions to the ETE Program as a whole thus far?

Item	First Administration			Second Administration			Third Administration		
	Very	Somewhat	Little	Very	Somewhat	Little	Very	Somewhat	Little
Different then previous "junior block" program	3	2	2	2	0	1	2	5	0
Exciting	3	5	0	4	2	0	3	5	1
Sensible	3	5	0	6	0	0	8	1	0
Interesting	5	2	0	6	0	0	7	2	0
Beneficial for students	5	2	0	6	0	0	7	2	0
Accommodating to student differences	7	1	0	5	0	0	3	6	0
Beneficial for participating schools and school personnel	5	1	1	5	1	0	4	4	0
Demanding of my time	0	6	2	1	5	0	1	5	3

8. To what extent is the ETE Program as a whole meeting your expectations?

	Better than expected	About as expected	Poorer than expected	No basis for judgment
First administration	2	2	1	3
Second administration	2	3	0	0
Third administration	3	0	2	1

9. At this point in time what do you see as the strongest element of the program?

First Administration	Second Administration	Third Administration
Allowing students to demonstrate competencies in teaching before student teaching (3) Individualization which gives opportunity for students to make decisions about personal priorities (3) Gives students chance to relate theory to classroom (2)	Pupils can work with another teacher (5) Student can spend full day in public classroom (1) Student can demonstrate competencies before student teaching (1) High interest of ETEP student in pupil indivdiual differences (1)	Availability of increased and consecutive time scheduling in public schools (4) Involvement of student in many curriculum areas in public schools (2) The data collection system designed to improve program (1) Opportunity to apply skills of teaching in public schools (1) Strong commitment from ETEP student (1) Student fits into on-going curriculum (1) The increased supervision from college faculty (1)

10. At this point in time what would you see changing in the program if it were to be offered again?

First Administration	Second Administration	Third Administration
Establish orientation meetings prior to, and during program between School Supervisor/College Supervisor/student (4) Clarify objectives for student early in the term (2) Let students remain in same class all term (2)	Have greater communication between School Supervisor/College Supervisor/student (1) Let students remain in same class a full day instead of switching at 1/2 day (1)	Reduce college requirements which cut down time in lab (1) Establish better communication with college campus (1) Have students select a grade level to remain at least 2-4 weeks (1) Provide for continuity by having shorter, consecutive days in public schools (1)

11. What do you think should be changed in the program to improve its operation during the remainder of the term?

First Administration	Second Administration	Third Administration
Set meetings between School Supervisor/College Supervisor (3) Provide background information on students (3) Establish guide for evaluation (2)	No Comments	Increase communication between School Supervisor/Student through meetings after school (3) Encourage College Professors to visit public schools (1)

FORMATIVE PROGRAM EVALUATION DATA: COLLEGE FACULTY

(DERIVED FROM ADJUSTMENT AND MAINTENANCE SURVEYS)
ADMINISTERED IN FALL AND WINTER TERMS

Experimental Elementary Teacher Education Program
Oregon College of Education
March, 1973

Number of surveys returned: First Administration 5
Second Administration 5
Third Administration 3

NOTE: The data that appear in the pages that follow are derived from the Maintenace and Adjustment Surveys administered during the course of fall and winter terms. The Maintenance Survey was administered weekly to all faculty members during the first term, but only as needed the second. The Adjustment Survey was administered on three occasions, the 5th and 10th weeks of the 1st term of the ETE Program, and the 4th week of the 2nd term.

1. To what extent is the ETE Program as a whole meeting your expectations?

	Better than expected	About as expected	Poorer than expected
First administration	2	2	1
Second administration	4	1	0
Third administration	0	2	1

2. If the program is doing better than you expected, indicate in what ways you think this to be the case.

First Administration	Second Administration	Third Administration
Strong commitment from faculty and students (1) Evaluation system is functional and specific (1) Students take advantage of freedom offered by program (1)	Students are more mature in public school classrooms (2) Good evaluation base for assessing student performance (1) High interest of public school personnel (1) Feedback from faculty/students have initiated program changes (1) Opportunity for students to work in public schools (1) The cohesion of the student group (1) Insufficient data to judge (1)	

3. If the program is doing poorer than you expected, indicate in what whays you think this to be the case.

First Administration	Second Administration	Third Administration
Greater "required demands on student time (1) Little merging of college classes (1)	Need to create better communication (1)	

4. At this point in time what do you see as the strongest element of the program?

First Administration	Second Administration	Third Administration
Openess and trust shown (1) Willingness of college faculty to provide (1) Individualization for students (1) Beginnings of cooperation between college classes (1) Greater conferencing time for student (1) High degree of interaction between college faculty/ ~~college~~ School faculty; ~~college faculty~~/student/assessment personnel (1)	Cohesion and mutual trust shown by school supervisor/college faculty/ students (2) Freedom of students to make choices (1) Conferencing opportunities for students (1) The assessment forms used for evaluation (1) Opportunity for college instructors to visit public schools (1)	Cohesion of college and public schools in terms of student work (1) Flexible scheduling of classes (1) Opportunity for students to work in public schools (1) Increased conferencing with colle instructor for students (1) Demonstration and assessment of teaching competencies (1)

5. At this point in time what would you see changing in the program if it were to be offered again?

First Administration	Second Administration	Third Administration
Better orientation for school supervisor/college faculty (3) Better room provisions (1) College faculty should be full-time (1) Better integration of college classes (1) Have some optional days to allow student to spend time on campus activities (1) Define objectives of program, so these can be evaluated (1) Increase time for college classes (1)	College faculty should be full-time ETE instructors (2) Need greater involvement of school supervisors - may require financing (2) Establish pre-requisite requirements for the ETEP (1) Enhance orientation for school supervisors and students (1) Need better integration of subject areas (1) Clarify objectives for students in all content areas (1) Need more class time for PE in the Grades (1) Develop more independent learning activities (1) Informal Wednesday meetings need to be reorganized to encourage student discussion (1) Need to reorganize time in public school to allow for continuity (1)	Need better integration of subject areas (2) Evaluation materials need to be presented and clarified with school supervisor (1)

6. What do you think should be changed in the program to improve its operation during the remainder of the term?

First Administration	Second Administration	Third Administration
Establish meetings with school supervisors (2)	Too little time for such a decision (1)	Opportunity for small, informal group discussions about program (1)

FINAL PROGRAM EVALUATION SURVEY: STUDENT

OCE Experimental Teacher Education Program
Trial Format #1
March, 1973

SUMMARY AND INTERPRETATION OF STUDENT RESPONSES TO THE ETE PROGRAM AS A WHOLE

Without question, the first run of the ETE program at OCE was judged to be a success by the students that took part in it. In response to the question "should the program be continued on a trial basis another year?", thirty-three of the thirty-seven students responding to the question (two students who completed the program did not complete the final evaluation) indicated that it should be. The four students who did not say YES indicated that it should be continued, but only under certain conditions. No student indicated that it should be discontinued. This generally positive reaction to the program was also reflected in unstructured comments made about it. Ten students, for example, indicated that the program was "great!"; five indicated that they would recommend it to others; etc.

While the majority of students were pleased with the program, and the majority of comments about the program were positive, some students were not so pleased with it and a large number of students had suggestions for its improvement. The purpose of the summary-interpretive statements that follow is to highlight those aspects of the data reported that would seem to be of special importance when considering the re-design of the ETE program for the coming year. The statements provided, however, are not intended to be exhaustive of all that appears in the data, so a careful review of all of the data reported is encouraged.

From the point of view of the evaluation staff aspects of the data that represent positive perceptions of the program need to be reviewed as carefully from the point of view of long term program planning as those which are negative or contradictory. Some positive aspects of the data that bear close consideration include:

1. The overwhelming enthusiasm on the part of the students for the opportunity to observe and teach in the schools. This enthusiasm appears throughout the data, and is reflected in the perception that the stated goal of the program to make such an arrangement possible was essentially realized. (See goal #1, page 5.) Is this much involvement in ongoing school programs at this point in the preparatory program of students advisable? If so, what are the conditions that optimize such experiences? If not, what learning experiences should take their place?

2. The widely-held appreciation of the opportunity to negotiate many of the learning outcomes to be taken from the program, and the opportunity to select alternative learning experiences for the realization of the outcomes negotiated. Although the personalization of the program through negotiation of both outcomes and learning experiences is an objective of the program (see goals #10 and 11, page 5), is such a direction compatable with the requirements for knowledge and skill mastery for initial certification? Is it compatable with the requirements of competency demonstration? If it is compatable with one of these requirements, for example, competency demonstration, but not the other, how is the issue to be resolved?

3. The majority of students indicate that the stated goal of the program to individualize instruction through the use of self-instructional materials and procedures and through emphasizing abilities and outcomes rather than attendance and participation was essentially realized (see goals #10 and 11, page 5). We wonder whether this is really the case? What criteria did the students use in making these judgments? We would ask that the students' criteria for judgment relative to these two goals be made public, that they be reviewed by others in the Planning Conference, and that the membership of the Planning Conference arrive at an agreed upon statement of what is meant operationally by the intent of these two goal statements.

A number of elements within the program need to be considered in subsequent planning as a result of negative comments or suggestions for program improvement. Generally speaking the frequence with which these comments and suggestions are made is low, so their suport in data is limited. A number of them appear in enough places, however, and with sufficient frequency that the aspects of the program to which they point need to receive careful consideration. From the point of view of the evaluation staff these include:

1. The need to increase communication between personnel in the schools and personnel in the college. This is reflected not only in the elements of the program thought to be most critically in need of change (see page 2) but in the relatively poor progress made in relation to program goals 6 (see page 4) and 13 (see page 5).
2. The need for better coordination among college courses. This suggestion for program change is supported by the perceived lack of progress toward goal 5 for the program (see page 4).
3. The content, organization and scheduling of some of the college courses need to be improved.
4. The lack of organization perceived in the program (initially).
5. The heavy demands of the program as a whole, punctuated by the fact that some of the courses within the program apparently demand much more than others.
6. The failure to make adequate progress in providing faculty and students with information about reactions to instructional programs within a time frame that permitted corrective action to be taken while those programs were still in progress (goal #8, page 5).
7. The failure to make adequate progress in providing students with information about their performance in both course work and teaching within a time frame that permited corrective action to be taken (goal #9, page 5).

A number of other aspects of the program require special consideration in subsequent planning because of conflicting data about them. These include:

1. The perceived desirability on the part of many students of the evaluation/feedback system implemented within the program, but the frequently pointed to concern with the heavy burden of "forms" and "paperwork" that the various

feedback systems entailed. Since the move to competency based teacher education makes assessment inescapable, the issue becomes one of how much assessment, what kind of assessment, and how to make the assessment element of the program more functional for all concerned.

2. The perceived positive effects of the chance to work with the same group of pupils over a period of two terms, but the problem this poses for working with pupils of differing cultural and educational backgrounds. This again appears to be a trade-off problem, for effective practice teaching requires knowledge of the pupils being taught (thus the desirability of two term contact with the same pupils), yet responding to this demand limits the opportunity for wide-ranging contact with different kinds of pupils.

3. The perception that the goal of the program that called for opportunity for students and college faculty to try out ideas about teaching in schools was effectively realized (see goal #7, page 4). Our perception is that while this may be true for students it was not true for college faculty. Is our perception accurate? Whether accurate or inaccurate, there is the question of whether the program should have such a goal for college faculty, and if it should how it is to be realized?

PART I

EVALUATION OF THE ETE PROGRAM AS A WHOLE

1. Would you recommend the continuation of the ETE program on a trial basis another year?

YES 33 NO 0 ONLY UNDER CERTAIN CONDITIONS 4

What is the basis for your recommendation?

(If yes)

1. Opportunity to work in Public Schools (10)
2. Practical application of theory in public schools (7)
3. Gained personal growth and confidence (5)
4. Able to select alternatives (3)
5. More personal attention from professors (2)
6. 2-3 day full-teaching gives you a realistic picture (2)
7. Flexibility and time to discover all aspects of teaching (2)
8. Immediate feedback system (2)
9. Explanation of different structures for use in classroom (1)
10. Chance to have lots of lesson planning (1)
11. Instructors, students are working as a team - aware of each other (1)
12. Able to work in same classroom 2 terms (1)
13. Allowed me to challenge teaching as an individual (1)
14. Better than anthing offered before (1)
15. Freedom to fail and try again (1)

(Yes, but...)

1. Can not relate to education people (1)
2. Series of unpleasant, redundant experiences (1)
3. Continue only if problems worked out (1)
4. Less evaluations (1)

(If only under certain conditions)

1. Go over forms with supervising teachers in general session (1)
2. Too much expected of us (1)
3. Not enough organization - told what to do, but not how to do it (1)

2. In retrospect, what do you feel the most worthwhile features of the ETE program to be?

1. Experience in public schools (17)
2. Chance to select alternative learning experiences (8)
3. Chance to arrange and lengthen time spent in public schools (7)
4. Professor-student relations (5)
5. Good evaluation-feedback system (4)
6. Cooperation of college departments (4)
7. Exchange of ideas with supervising teachers (2)
8. Staying together as a group for 2 terms (2)
9. Chance to apply theory to public schools (2)
10. People-oriented program (1)
11. Provision for demonstrating competency
12. Lectures in block (1)
13. Experience in public schools before student reaching (1)
14. Flexibility of schedule (1)
15. Coordination of college-public schools (1)
16. Student decision making (1)
17. Attempts to meet individuals (competency-based, absence of deadlines) (1)

3. In retrospect, what aspects of the ETE program do you feel to be most critically in need of change?

1. Communication between public schools-college (6)
2. Coordination between college classes (6)
3. Arrange classes so Math and School Health are together in Fall (longer) (5)
4. The content of some college courses was busy work (3)
5. More communication between student-college faculty (2)
6. Some classes expect too much, while others not enough (2)
7. Methods of evaluation are too burdensome (2)
8. Math needs to be more than twice a week (2)
9. More feedback after teaching (2)
10. Too much covered in subject area to allow any depth (2)
11. Course requirements too much (2)
12. Too many forms for school supervisors (1)
13. Too many forms - too detailed and time consuming forms for students (1)
14. Modification of lesson requirements in public schools (1)
15. Too much emphasis and time on music (1)
16. Don't let anyone into ETEP with extra classes (1)
17. Too much rivalry between students-instructors (1)
18. Content of college classes seemed to get boring Winter Term (1)
19. More conferencing time with professors (1)

4. Based upon the knowledge you have available, what are the advantages and disadvantages of the ETE program over the regular Junior Block program at OCE?

ADVANTAGES

1. Extended teaching in public schools (27)
2. Staying with students 2 terms (9)
3. Flexibility of schedule (8)
4. Conferences with professors (6)
5. Flexibility of assignment schedule (6)
6. More relevant to classroom (5)
7. Feedback systems (5)
8. Having people around who care if we succeed or not (5)
9. Coordination of education courses (4)
10. Freedom for individual needs (3)
11. Free time in public schools (2)
12. Program points up "weak" teachers (1)
13. Emphasizes planning and directing (1)
14. Full-week public school opportunity (1)
15. Not as much busy work
16. Competency-based (1)

DISADVANTAGES

1. Lack of organization at first (4)
2. Filling forms out (4)
3. Not able to take other courses (3)
4. Too much paper work (3)
5. Too much work for student (2)
6. Not enough time to study each area in depth (2)
7. Not enough experience with texts, materials, methods (2)
8. Not having follow-ups 1st quarter (1)
9. Inter-course coordination (1)
10. Lack of communication
11. Time consuming filling out lesson forms (1)
12. Scheduling problem (1)
13. Little instruction - "do it-then we'll talk about it" attitude (1)
14. Being with the same people two terms (1)
15. Need more conferencing (1)
16. Having to take instructors choosen (1)
17. Got too involved in public schools - couldn't handle campus work (1)
18. Large groups in Math (1)
19. Individual responsiblity threatens some people (1)

GENERAL COMMENTS RE: THE ETE PROGRAM AS A WHOLE

Positive Comments

1. Great! (10)
2. Would recommend to others (5)
3. Excellent! Things I've learned are relevant and will be used (3)
4. Changed my whole concept of teaching and where I fit in (3)
5. Let me pursue personal goals - gained alot (2)
6. Let you decide if you really like teaching (1)
7. Great people! Hate to leave (1)
8. Feel confident to teach my own class now (1)
9. Good variety of experiences (1)
10. Need more people like O'Brien (1)
11. Coordination of college - public school (1)
12. Student teaching equivalency proves the program is competency-based (1)
13. Liked being with same people for 2 terms (1)

Negative Comments

1. Change content of some courses (2)
2. Too many forms (2)
3. Judge topics in another way rather than immediate value ... (1)
4. Coordinate college courses (1)
5. Scheduling and assignment loads need work (1)
6. College professors need to get together (1)
7. Showed me I don't want to teach (1)
8. Don't like seeing same faces (1)
9. Don't have outside classes (1)
10. Program never reached me (1)
11. All instructors should be full-time and out in public schools (1)
12. Communication with school supervisors needs to improve (1)
13. Need a full-year for the program (1)
14. Have 2 days to fill out forms (1)
15. Analyze topics in Psychology differently (1)

Goal	Much Progress	So Progress	Little or No Progress	Suggestions for Improvement
8. Provide faculty and students with information about reactions to instructional programs within a time frame that permits corrective action to be taken while these programs are still in progress.	9	21	2	1. Better fall term (1) 2. Better data summarization hand-out (1) 3. Need instruction on analyzing data (1) 4. Better data gathering system (1)
9. Provide students with information about their performance, in both course work and teaching, within a time frame that permits corrective action to be taken.	15	16	2	1. Need more direct and individual feedback (2)
10. Individualize instruction through the use of self-instructional materials and procedures.	22	13		1. Received little instruction (1)
11. Individualize instruction by emphasizing abilities and outcomes rather than attendance and participation.	30	5	1	
12. Free students and faculty insofar as possible from the "fifty-minute", clock-bound features of the college class schedule.	24	10	1	1. Great (1) 2. Need to get professors to agree (1) 3. Some professors felt not enough time was spent in their class (1)
13. Provide school supervisors opportunity to participate in decision making relative to the structure, content and operation of the ETE program.	5	19	7	1. More communication (3) 2. Forms are not good - perhaps meetings instead (2 3. Have discussions rather than forms (1) 4. Need to express opinions to college instructor without being threatened
14. Provide students opportunity to work with pupils of differing cultural and educational backgrounds.	18	9	8	1. Not been accomplished (2) 2. Students should look for more here (1) 3. Include more varied schools (1) 4. Should be more opportunity (1)

FINAL PROGRAM EVALUATION SURVEY: SCHOOL SUPERVISORS

Experimental Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon

April, 1973

1. Would you recommend the continuation of the ETE Program on a trial basis another year?

YES 20 NO _____ ONLY UNDER CERTAIN CONDITIONS _____

2. In retrospect, what do you feel the most worthwhile features of the ETE Program to be?

    1. Time and experience in public classroom for the ETE student (16)
    2. Close cooperation between OCE faculty/school supervisor/student (3)
    3. Supervision given to ETE students (3)
    4. Freed the school supervisor to do more individual work (2)
    5. The program was competency based (2)
    6. Provision for continuity (1)
    7. Pupils benefitted from having two adults in classroom (1)
    8. Chance to use knowledge in classroom (1)
    9. Able to experience teaching before student teaching (1)

3. In retrospect what aspects of the ETE Program do you feel to be most critically in need of change?

    1. Too many forms (7)
    2. Rearrange schedule to allow for more continuity (4)
    3. More communication between college faculty/school supervisor/student (4)
    4. Difficult to schedule planning time with students (3)
    5. The provision for block students to alternate classrooms (1)
    6. Do not emphasize music so greatly (1)
    7. More time in classroom (1)
    8. Clarify objectives required of ETE students (1)
    9. Need better balance between demands of public classroom and college classes (1)
    10. Consider changes in responsibility for full-week teaching - some students are not ready for full responsibility (1)
    11. Clarify evaluation procedures with school supervisor (1)

4. Based upon the knowledge you have available, what are the advantages and disadvantages of the ETE Program over the regular Junior Block Program at OCE?

Advantages

1. Increased time in public classroom for ETE student (5)
2. Flexible scheduling (3)
3. Provision for consecutive days in classroom (3)
4. Evaluation system designed for ETE student (2)
5. More opportunity for school supervisor to get to know one another (1)
6. Opportunity to challenge student teaching (1)
7. Emphasis is on performance in classroom (1)
8. Responsibility of ETE student to teach 1-5 days alone (1)

Disadvantages

1. Too many forms to complete (1)
2. Too heavy of time demands

FINAL PROGRAM EVALUATION SURVEY: COLLEGE FACULTY

Experimental Elementary Teacher Education Program
Oregon College of Education
March, 1973

PART I

EVALUATION OF THE ETE PROGRAM AS A WHOLE

Would you recommend the continuation of the ETE program on a trial basis another year?

YES 4 NO ____ ONLY UNDER CERTAIN CONDITIONS 3

What is the basis for your recommendation?

(If yes)

1. The development of a data-based analysis of program outcomes and student performance in public classrooms
2. Success of present program
3. The data supports the efficiency of the program
4. Far superior to preceding programs
5. Contact between ETEP student and college instructor and public schools.

Certain conditions:

1. Not enough feedback from students regarding teaching in lab
2. Increased staff time
3. Closer cooperation with cooperating teachers
4. More information on basic premises of program
5. The class size does not exceed 30
6. The students had completed Math 121, 122 (essentials of math)
7. The students have more time to work in Math 311
8. As a result of student lack of time, I lowered demands . The result was a poorer quality of course work.
9. Regarding the flexibility of scheduling for students, the time allowed for Art 323 was cut by 1/4, with too many students in each section. The results were limiting on the opportunities available to students.
10. The cooperating college faculty did not make an effort to visit other college classes or public schools.
11. It is difficult to visit public schools with additional class load
12. There existed an assumption that the education department could make contributions to decision making, which limited cooperation from other disciplines.
13. Lack of communication concerning special meetings, sessions which occured throughout the program

In retrospect, what do you feel the most worthwhile features of the ETE Program to be?

1. Provide early assess of teaching competencies by students (3)
2. Expanded experience in public schools for students (3)
3. Flexible class scheduling (2)
4. Opportunity for students to participate in decision making (1)

5. Provide for students to receive information about performance that permits corrective action to be taken (1)
6. Provision for early release time for field experience (1)
7. Cooperation of college department in providing opportunites for students to relate to teaching (1)
8. Integrating content areas into teacher education preparation (1)
9. Earlier opportunity for student to see teaching models (1)
10. One-to-one relationship of college professor and students (1)
11. Increased interest and particpation of ETEP students in college classes (1)
12. Ideas from students' point of view (1)

In retrospect, what aspects of the ETE program do you feel to be most critically in need of change?

1. Time demands on faculty and students are too great(1)
2. Increase inclusion of public school personnel (1)
3. "Content Specialists" need more inclusion (1)
4. Enlist auxially supervisory aid (1)
5. Modify lesson requirements of students in public schools in relation to supervising time (1)
6. Scheduling of block and content area specialists needs to be reworked (1)
7. Increase FTE allotment to meet needs of conferencing and class demands (1)
8. Increase staff planning meetings (1)
9. Increase professor's time for student conferencing (1)
10. Develop self-instructional materials (audio tape) (1)
11. Allow more class time for Math 311 and PE in the grades (Ed 344) (1)

Based upon the knowledge you have available, what are the advantages and disadvantages of the ETE Program over the regular Junior Block program at OCE?

Advantages:

1. Greater coordination of education classes (2)
2. Expanded lab for students (2)
3. Freedom of scheduling (1)
4. Goals 4, 9, 1, 12 (1)
5. Facilitates discovery of "weak" teachers (1)
6. One-to-one relationship of college professors and college student (1)
7. Emphasizes planning and doing (1)
8. Earlier opportunity for student to see teaching models (1)
9. Allowance for students to be together two terms (1)
10. Allowed student to see all aspects of teaching (1)

Disadvantages:

1. Excessive time demands on all involved (2)
2. Takes me out of content department too much (1)
3. Lack of cooperation with school supervisors (1)
4. Lack of time of college faculty to visit public schools (1)
5. Lack of long-range planning (1)
6. Teaching in only certain specified areas (1)

PART II

EVALAUTION OF COURSE-FREE ACTIVITIES WITHIN THE

A number of learning activities were provided within the ETE program that were not tied to a indicate the worth of these various activities, in your judgment, and offer whatever suggestions y treatment in a second year of the ETE program. (NOTE: Not all faculty participated in all of th you did not participate in place a check in the NO BASIS FOR JUDGMENT column.)

Activity	NO BASIS FOR JUDGMENT	Judgment of Worth as a Learni Immediate Value For Teaching (Check one) MUCH	 SOME	 LITTLE	 Long-Term Value For Teaching (Check one) MUCH	 SOME	 LITTLE
Informal Discussion Groups							
. Meetings organized according to schools	3	2	2			3	1
. Meetings organized according to grade level	3	1	3			3	1
. Discussion of the concept of "the open classroom"	3		2	2		2	2
. The Christmas Party	2	1	1	1		2	1
. Stating objectives and selecting appropriate evaluation procedures (Schalock)	2	3	2		3		2
. The ETEP slide presentation by O'Brien	4	1		2		1	2
Invited Speakers							
. Dr. Myers: Developing Creativity	4		2			1	1
. Dr. Yost: Ed Media	4	2			2		
. Mrs. Lucas: Mathematical Aids	4	1	1		1	1	
. Mrs. Ferguson: Punctuation	4	1	1		1	1	
Evaluation of Teaching Competencies							
. Evaluation of lesson planning	2	3	1		2	2	
. Evaluation of lesson presentation	2	2	1		2	1	
. Evaluation of planning for short term, full responsibility teaching	2	2	1		2	1	

PART II

EVALAUTION OF COURSE-FREE ACTIVITIES WITHIN THE PROGRAM

within the ETE program that were not tied to a specific course. These are listed below. Would you
your judgment, and offer whatever suggestions you might have as to either their improvement or their
TE: Not all faculty participated in all of the activities listed. When you come to an activity that
BASIS FOR JUDGMENT column.)

NO BASIS FOR UDGMENT	Judgment of Worth as a Learning Experience									Suggestions for Improvement or Treatment in Next Year's Program
	Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Value as a General Education Experience (Check one)			
	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	
3	2	2			3	1	2	2		Continue meetings, but structure on problem solving basis.
3	1	3			3	1		3	1	
3		2	2		2	2	1	1	1	Little discussion (2)
2	1	1	1		2	1	1		2	
2	3	2		3		2	1	3	1	Greatest area of difficulty for students
4	1		2		1	2		2	1	Unique to group
4		2			1	1		1	1	
4	2			2			1	1		
4	1	1		1	1		1	1		
4	1	1		1	1			2		
2	3	1		2	2		1	2		
2	2	1		2	1		2	1		
2	2	1		2	1		2	1		

II. EVALUATION OF COURSE-FREE ACTIVITIES WITHIN THE PROGRAM

Activity	NO BASIS FOR JUDGMENT	Judgment of Worth as a Learning Ex						
		Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			V E (
		MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	M
. Evaluation of short term, full responsibility teaching	3	2	1		2	1		
. Evaluation of planning for the student teaching equivalency demonstration	3	1	1		1	1		
. Evaluation of teaching in the student equivalency demonstration	3	1	1		1	1		
. The strategy of having students carry evaluation forms to and from school supervisors, and interpreting their meaning and intended use as needed	4		1				1	
Evaluation of the Experimental Teacher Education Program								
. The activity log and maintenance surveys	2	2	1	3		2	3	1
. The adjustment surveys	3	1	1	2		1	3	
. The design surveys	3	2	1	2		2	2	
. The final evaluation survey, from what you have seen of it	2	2	1	2	2	1	2	1
. The strategy of having students carry the survey instruments to and from school supervisors	4		1	2		1	2	
Additional Activities								
. Video-tape critiques	4	3			2	1		3
. Systematic observation data critiques (the Clark Smith observation data)	5			1			1	
. Participation in the program review and advisory meetings	1	3	1		2	1		2

HIN THE PROGRAM

Judgment of Worth as a Learning Experience									Suggestions for Improvement or Treatment in Next Year's Program
Immediate Value For Teaching (Check one)			Long-Term Value For Teaching (Check one)			Value as a General Education Experience (Check one)			
MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	MUCH	SOME	LITTLE	
2	1		2	1		2	1		
1	1		1	1		1	1		The process works - need to try in a variety of settings
1	1		1	1		1	1		
	1				1			1	
2	1	3		2	3	1	1	3	The forms are valuable, but not for teaching. Felt burdened by forms, too much time involved. The sampling system prevented validity
1	1	2		1	3		1	3	
1	1	2		2	2		1	3	
2	1	2	2	1	2	1	1	3	
	1	2		1	2		1	2	
3			2	1		3			Should use more broadly
		1			1			1	
3	1		2	1		2	1		

STUDY PACKET ON TIME UTILIZATION AND RESOURCE REQUIREMENTS

Experimental Elementary Teacher Education Program
Oregon College of Education
April, 1973

ACTIVITY LOG SUMMARY: TIME UTILIZATION

NOTE: The data reported on time utilization were derived from the Activity Logs administered during the course of fall and winter terms. The Activity Log Surveys were administered weekly to ten (10) School Supervisors, all College Faculty and to ten (10) students fall term, and five (5) students winter term. These weekly data have been collapsed into 4-week intervals for purposes of reporting. The intent of this procedure was to reduce the information to a manageable load, but at the same time be able to determine shifts in time demands during the course of a term as well as over the two term period.

Experimental Elementary Teacher Education Program
Oregon College of Education
April, 1973

TIME UTILIZATION, PER WEEK, DURING FALL TERM, 1972-7

NOTE: Figures denote average weekly time spent in hours and minutes. N = nu

ARTICIPANTS	IN-COLLEGE ACTIVITIES																		
	Instruction			Preparation			Conferencing			Assessment			Program Management			Program Policy			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1
Student	—	14' 10" N=34	15' N=7	—	31'	26' 45"	—	3'	1' 30"	—	4' 23"	4'	—	—	—	—	—	—	—
College Supervisor	—	6' 25" N=2	2' N=1	—	12' 30"	6'	—	30'	18'	—	1' 15"	6'	—	1' 10"	—	—	—	—	—
School Supervisor	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Content Specialist	—	10' 30" N=3	8' N=3	—	17'	18'	—	13' 45"	23'	—	4' 45"	20'	—	—	—	—	—	—	—
Assessment Staff	—	—	—	—	—	—	—	—	—	24'	24'	24'	8'	8'	8'	4'	4'	4'	4
Secretarial/ Clerical	DATA NOT YET COLLECTED									20'	33'	38'	5'	7'	10'	5'	5'	5'	5
Institutional Administrators	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3'	3'	3'	—

UTILIZATION, PER WEEK, DURING FALL TERM, 1972-73

weekly time spent in hours and minutes. N = number of respondents.

COLLEGE ACTIVITIES													IN-SCHOOL ACTIVITIES								
cing	Assessment			Program Management			Program Policy			Other			Observation and Preparation			Supervision Teaching Assessment Conferencing			Other		
3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1' 30"	—	4' 25"	4'	—	—	—	—	—	—	—	1'	—	—	—	—	—	15' 35"	18'	—	—	—
18'	—	1' 15"	6'	—	1' 10"	—	—	—	—	—	45"	—	—	2'	—	—	14'	4'	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3' 50"	1' 50"	—	—	—
25'	—	4' 45"	20'	—	—	—	—	—	—	—	2'	1' 30"	—	—	—	—	10'	6'	—	—	—
—	24'	24'	24'	8'	8'	8'	4'	4'	4'	4'	4'	4'	—	—	—	—	—	—	—	—	—
TED)	20'	33'	38'	5'	7'	10'	5'	5'	5'	5'	5'	5'	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	3'	3'	3'	—	—	—	—	—	—	—	—	—	—	—	—

TIME UTILIZATION, PER WEEK, DURING WINTER TERM, 1973

NOTE: Figures denote average weekly time spent in hours and minutes. N = nu

PARTICIPANTS	IN-COLLEGE ACTIVITIES																		
	Instruction			Preparation			Conferencing			Assessment			Program Management			Program Policy			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1
Student	9' 40" N=17	6' 30" N=12	—	20' 10"	10' 20"	—	1' 45"	30"	-	2'	1' 15"	—	1' 20" N=4	15" N=4	—	—	—	—	1'
College Supervisor	8' 40" N={2, 1, 1	2' N={1, 1, 0, 2	—	15' 30"	3'	—	5' 40"	1' 10"	—	2' 40"	2' 25"	—	5' 30"	1' 35"	—	—	—	—	2'
School Supervisor	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Content Specialist	7' 15" N={4, 3, 4, 3	4' N={3, 3, 1	NO DATA	14' 45"	5' 20"	NO DATA	4' 45"	2' 50"	NO DATA	1' 30"	12' 20"	NO DATA	2'	0	NO DATA	—	—	—	2' 30
Assessment Staff	—	—	—	—	—	—	—	—	—	24'	24'	24'	8'	8'	8'	4'	4'	4'	
Secretarial/ Clerical	DATA NOT YET COLLECTED									38'	38'	38'	10'	10'	10'	5'	5'	5'	5
Institutional Administrators															2'	2'	2'		

E UTILIZATION, PER WEEK, DURING WINTER TERM, 1973

erage weekly time spent in hours and minutes. N = number of respondents.

IN-COLLEGE ACTIVITIES															IN-SCHOOL ACTIVITIES										
erencing		Assessment			Program Management			Program Policy			Other			Observation and Preparation			Supervision Teaching Assessment Conferencing			Other		
2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
30"	–	2'	1' 15"	—	1' 20" N = 4	15" N = 4	—	—	—	—	1' 45" N = 3	2' 30" N = 4	—	8' 35"	3' 30"	–	7'	14'	—	—	–	—
1' 10"	—	2' 40"	2' 25"	—	5' 30"	1' 35"	–	—	—	—	2' 10"	1' 15"	–	—	—	—	23' 40"	46' 15"	—	—	—	—
—	—	—	—	—	—	—	—	—	—	–	–	—	—	—	—	—	3' 7" N = 16	7' 30" N = 23	—	—	—	—
2' 50"	NO DATA	1' 30"	12' 20"	NO DATA	2'	0	NO DATA	—	–	—	2' 30"	3' 20"	NO DATA	—	–	—	2' conf. 4' 45"	9'	—	—	–	—
–	—	24'	24'	24'	8'	8'	8'	4'	4'	4'	4'	4'	4'	–	–	—	—	—	—	–	–	—
ECTED)		38'	38'	38'	10'	10'	10'	5'	5'	5'	5'	5'	5'	–	–	—	—	–	—	—	-	—
							2'	2'	2'													

COMMENTS ON TIME DEMANDS

Experimental Elementary Teacher Education Program
Oregon College of Education
April, 1973

NOTE: These comments have been collected from all data sources. In all cases they were offered as 'free responses', that is, with one exception, no question appeared on any survey form that was directed especially to time demands within the program.

Students

Weight of time demands:

- Too many demands from college which decreases time for lesson planning (this showed up throughout the two terms with high frequency)
- Consider student's outside obligations of work and other classes

Areas where time allowances need to be increased:

- Need to have more time available to conference with College Faculty, (Conferencing was indicated as worthwhile)
- Have full-time ETEP Instructors
- Need to devote more time to communication with School Supervisor through the use of formal and informal meetings to discuss student assessment, program goals, and inservice activities dealing with assessment forms.
- Need to have a full-year for program
- Need to have more feedback from Supervisor on lesson presentation
- Allow for more college class time as the time was too brief to allow in-depth coverage

School Supervisors

- How demanding was the ETE program on School Supervisor's time?

Fourth Week First Term			Eighth Week First Term			Fifth Week Second Term		
Very	Somewhat	Little	Very	Somewhat	Little	Very	Somewhat	Little
0	6	2	1	5	0	1	5	3

- Great need evidenced throughout the two terms for communication with college faculty and students to discuss student performance, program goals, and in-service activities dealing with assessment forms.
- Allow for more planning time for School Supervisors

NOTE: There is some overlap of data from College Supervisors with Content Specialists. Therefore, the data under College Supervisor includes data drawn from Content Specialists.

College Supervisors

Weight of time demand:

- Too little time available to adequately handle increased supervisory and conferencing needs (This item frequently showed up throughout both terms)
- The use of student evaluation forms were noted as very valuable, but demanded too much time.

Areas where time allowances need to be increased:

- Need to establish more meetings with School Supervisor for the purposes of orientation and to handle difficulties arising during the program
- Need to establish better communication between Content Specialist and College Supervisor to allow for course coordination
- Need to increase conferencing time available for students, as it is worthwhile

Content Specialists

Weight of time demand:

- Too little time to adequately conference and supervise in public schools
- The time demands of the program allowed for little interaction with respective content departments
- The need to have full-time ETE Instructors was expressed throughout both terms

Areas where time allowances need to be increased:

- Need to increase FTE allottment to allow time for conferencing and supervising in public schools
- Need to have established meetings with all instructors in ETE Program to better coordinate the courses

TASKS INVOLVED IN THE ASSESSMENT OF TEACHING COMPETENCE IN THE PROPOSED ETE PROGR
PROJECTIONS AS TO THE TIME REQUIRED FOR THEIR PERFORMANCE ON A PER STUDENT BA

TASKS	ESTIMATED AVERAGE TIME REQUIREME		
	Provisional Teaching	Lesson Teaching (Minimum of 3 lessons)	Full-Day Teaching (Minimum of 2 consecutive d
Negotiating the teaching context, and what is to be taught			
. College supervisor	optional	1/2 hr. per lesson	1/2 hr. per day teaching
. School supervisor	1/2 hr. per wk. for 6 wks.	1/2 hr. per lesson	1/2 hr. per day teaching
. Content specialist	optional	optional	optional
Reviewing and revising the teaching plan until performance standards are met			
. College supervisor	--	1/2 hr. per lesson plan	1 hr. per teachi plan
. School supervisor	--	1/2 hr. per lesson plan	1 hr. per teachi plan
. Content specialist	--	optional	optional
Documenting approval of the teaching plan			
. College supervisor	--	1/4 hr. per lesson plan	1/4 hr. per less plan
. School supervisor	--	1/4 hr. per lesson plan	1/4 hr. per less plan
. Content specialist	--	1/4 hr. per lesson plan if a plan is reviewed	1/4 hr. per less plan if a plan reviewed
Supervising (preparing for, assessing, instructing, conferencing in relation to) the teaching experience			
. College supervisor	1/2 hr. per wk for 6 wks.	[1 hr. for 1 of the 3 lessons **]	[1 hr. for each day of teachi

---

* Demonstrated through student teaching or its equivalency

** The approximate time allowed during the first year of program operation. Is this sufficient?

VED IN THE ASSESSMENT OF TEACHING COMPETENCE IN THE PROPOSED ETE PROGRAM, AND
IONS AS TO THE TIME REQUIRED FOR THEIR PERFORMANCE ON A PER STUDENT BASIS

	ESTIMATED AVERAGE TIME REQUIREMENTS.			
	Provisional Teaching	Lesson Teaching (Minimum of 3 lessons)	Full-Day Teaching (Minimum of 2 consecutive days)	Short Term, Full Responsibility Teaching (Minimum of 2 consecutive weeks*)
ntext, and				
	optional	1/2 hr. per lesson	1/2 hr. per day of teaching	1 hr. per wk. of teaching
	1/2 hr. per wk. for 6 wks.	1/2 hr. per lesson	1/2 hr. per day of teaching	2 1/2 hrs. per wk. of teaching
	optional	optional	optional	optional
teaching ndards				
	--	1/2 hr. per lesson plan	1 hr. per teaching plan	2 hrs. per teaching plan
	--	1/2 hr. per lesson plan	1 hr. per teaching plan	2 hrs. per teaching plan
	--	optional	optional	optional
teaching				
	--	1/4 hr. per lesson plan	1/4 hr. per lesson plan	1/4 hr. per lesson plan
	--	1/4 hr. per lesson plan	1/4 hr. per lesson plan	1/4 hr. per lesson plan
	--	1/4 hr. per lesson plan if a plan is reviewed	1/4 hr. per lesson plan if a plan is reviewed	1/4 hr. per lesson plan if a plan is reviewed
assessing, in relation e				
	1/2 hr. per wk for 6 wks.	1 hr. for 1 of the 3 lessons **	1 hr. for each full day of teaching	2 hrs. on 2 separate occasions

---

ent teaching or its equivalency

owed during the first year of program operation. Is this sufficient?

	ESTIMATED AVERAGE TIME REQUIREMENTS		
TASKS	Provisional Teaching	Lesson Teaching (Minimum of 3 lessons)	Full-Day Teaching (Minimum of 2 consecutive days)
. School supervisor	1 hr. per wk. for 6 wks.	1 hr. for each of the 3 lessons	3 hrs. each full day of teaching
. Content specialist	optional	optional	optional
Documenting performance in the teaching experience			
. College supervisor	--	1/4 hr. per lesson observed	1/4 hr. per period of observation
. School supervisor	--	1/4 hr. per lesson	1/4 hr. per teaching day
. Content specialist What	--	1/4 hr. per lesson for all lessons observed	1/4 hr. per period of observation, if observations were made
Reviewing demonstrated performance in the teaching experience against required performance standards (to be done jointly by the college supervisor, the school supervisor, the student and the content specialist if appropriate)	—	1/2 hr. after the completion of the 3rd lesson	1 hr. after the completion of the 2nd day of teaching
If needed, recycling the teaching experience until performance standards are achieved or until a decision is reached that they need not be achieved	--	See estimates above	See estimates above

	ESTIMATED AVERAGE TIME REQUIREMENTS			
	Provisional Teaching	Lesson Teaching (Minimum of 3 lessons)	Full-Day Teaching (Minimum of 2 consecutive days)	Short Term, Full Responsibility Teaching (Minimum of 2 consecutive weeks)
in the teach-	1 hr. per wk. for 6 wks. optional	1 hr. for each of the 3 lessons optional	3 hrs. each full day of teaching optional	3 hrs. each full day of teacing optional
	--	1/4 hr. per lesson observed	1/4 hr. per period of observation	1/4 hr. per period of observation
	--	1/4 hr. per lesson	1/4 hr. per teaching day	1/4 hr. per teaching day
	--	1/4 hr. per lesson for all lessons observed	1/4 hr. per period of observation, if observations were made	1/4 hr. per period of observation, if observations were made
performance ence against tandards the college supervisor, ntent specialist	—	1/2 hr. after the completion of the 3rd lesson	1 hr. after the completion of the 2nd day of teaching	1 hr. after the completion of the first week of teaching and one hr. after the second
e teaching rmance or until a at they need	--	See estimates above	See estimates above	See estimates above

APPENDIX H: EVOLUTION OF THE COMPETENCY CLUSTER FORMS

The materials enclosed represent an evolution in the Format and Content of the Competency Cluster Assessment Forms.

CLUSTER I

CLUSTER I A

DEMONSTRATION CONTEXT: LESSON PREPARATION AND PRESENTATION

LESSON PLAN

(Attach to your lesson plan and Lesson Plan Evaluation Form)

Student's Name ______________________

Lesson Number ______________________

RECORD OF NEGOTIATION

APPROVAL TO NEGOTIATE THE LESSON WITH A SCHOOL SUPERVISOR	APPROVAL TO PREPARE A FORMAL PLAN FOR THE LESSON
______________ College Supervisor ______ Date	______________ School Supervisor ______ Date

* * *

CONTEXT DESCRIPTION

STUDENTS TO BE TAUGHT

School ______________

Grade ______________

Number ______________

Special Characteristics

____

____

CONTENT TO BE TAUGHT

Area ______________

Expected Learning Outcomes

____

____

____

____

DATE(S) OF LESSON PRESENTATION

____

____

TIME(S) OF LESSON PRESENTATION

____

____

* * *

SUMMARY EVALUATION OF LESSON PLAN

(Obtain only after all elements of your plan have been evaluated)

I judge the plan as a whole to be of → (circle one)

	ACCEPTABLE QUALITY	OUTSTANDING QUALITY
______________ School Supervisor	├──────┼	──────┤
______________ College Supervisor	├──────┼	──────┤
______________ Content Specialist	├──────┼	──────┤

* * *

Field Test Format 2
Experimental Elementary Teacher Education Program
Oregon College of Education
December, 1972

DEMONSTRATION CONTEXT: LESSON PREPARATION AND PRESENTATION

LESSON PLAN EVALUATION FORM

____
Student's Name

____
Lesson Number

Have the evaluators that check your plan initial each of the items listed that meets with their approval. If the treatment of an item thought to be outstanding, have the evaluator draw a circle around his or her initials. Be sure to attach this sheet to your lesson plan.

ELEMENTS OF THE PLAN	EVALUATORS OF THE PLAN		
	School Supervisor	College Supervisor	Content Specialist
OBJECTIVES			
Are the learning outcomes expected from the lesson clearly stated?			
Are they appropriate and worthwhile outcomes, given the characteristics of the pupils to be taught?			
Are the indicators that are to be used as evidence of successful outcome achievement identified?			
Are the procedures to be used in obtaining evidence of outcome achievement identified?			
ADAPTING OBJECTIVES TO LEARNER CHARACTERISTICS			
Are there provisions for modifying the objectives of of the lesson to meet individual pupil characteristics?			
SELECTING INSTRUCTIONAL MATERIALS AND PROCEDURES			
Are the instructional materials to be used in the lesson clearly identified?			
Are they appropriate to the learners to be taught and the learning outcomes to be achieved?			
Are the organizational and instructional procedures to be used in the lesson clearly identified?			
Are they appropriate to the learners to be taught and the learning outcomes to be achieved?			
EVALUATION			
Are there provisions for determining where pupils stand with respect to the desired learning outcomes of the lesson before it is presented?			
Are there provisions for feedback to pupils about their performance during the time the lesson is being presented?			
Are there provisions for determining where pupils stand with respect to the desired learning outcomes of the lesson after it has been presented?			
PLANNING NEXT STEPS			
Is there some indication in the plan of what would be done next with the pupils if the learning outcomes expected from the lesson materialize?			
Is there some indication in the plan of what would be done next with the pupils if the learning outcomes expected from the lesson did not materialize?			
MATCHING INSTRUCTOR, LESSON AND CONTEXT			
Does the lesson as planned appear to be feasible and appropriate to the school setting in which it is to be presented?			
Does the lesson as planned appear to be feasible and appropriate to the student who is to present it?			

Field Test Format 2
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FIELD TEST FORMAT #3

COMPETENCY DEMONSTRATION CONTEXT: LESSON TEACHING

COMPETENCY CLUSTER I. PLANNING AND PREPARING FOR INSTRUCTION

Student

Lesson Number

Date

Evaluator

The first formal demonstration of teaching competency in the elementary teacher education program at OCE takes place in the context of lesson teaching. Three lessons are taught for purposes of competency assessment, and three clusters of competencies are assessed in each lesson: Planning and Preparing for Instruction; Performing Instructional Functions; Performing Assessment Functions. A fourth cluster of teaching competencies, Displaying Pupil Achievement, is assessed in at least one of the three lessons. Performance standards and statements of procedure that accompany competency demonstration in the context of lessons are described in The OCE Guide to Competency Assessment in Lesson Teaching.

THE FORMS ATTACHED ARE TO BE USED IN EVALUATING PLANS FOR EACH LESSON THAT IS TO BE TAUGHT

CLUSTER I B
and following pages

The Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon
July, 1973

[illegible]

COMPETENCY CLUSTER I. PLANNING AND PREPARING FOR INSTRUCTION
(Attach to your Lesson Plan and Lesson Plan Evaluation Form)

_______________ Student's Name

_______________ Lesson Number

RECORD OF NEGOTIATION

APPROVAL TO NEGOTIATE A FORMAL LESSON PLAN WITH A SCHOOL SUPERVISOR

_______________ College Supervisor _______ Date

APPROVAL TO PREPARE A FORMAL LESSON PLAN

_______________ School Supervisor _______ Date

* * *

CONTEXT DESCRIPTION

STUDENTS TO BE TAUGHT

School _______________
Grade _______________
Number _______________
Special Characteristics
____
____

DATE(S) OF LESSON PRESENTATION
____
____

CONTENT TO BE TAUGHT

Area _______________
Expected Learning Outcomes
____
____
____
____

TIME(S) OF LESSON PRESENTATION
____
____

* * *

SUMMARY EVALUATION OF LESSON PLAN
(Obtain only after all elements of your plan have been evaluated)

I judge the plan as a whole to be of the following quality (enter the number in the box below your name that best describes your judgment as to the overall quality of the plan):

(1) MINIMAL	(2)	(3) ADEQUATE	(4)	(5) OUTSTANDING
The elements of the plan are attended to at a level of detail, inventiveness and care that suggests a barely adequate mastery of the knowledge and skill needed to present the lesson		The elements of the plan are attended to at a level of detail, inventiveness, and care that suggests a sufficient mastery of the knowledge and skill needed to present the lesson		The elements of the plan are attended to at a level of detail, inventiveness and care that suggests an exceptional mastery of the knowledge and skill needed to present the lesson

_______________ School Supervisor ☐

_______________ College Supervisor ☐

_______________ Content Specialist ☐

DEMONSTRATION CONTEXT: LESSON TEACHING

LESSON PLAN EVALUATION FORM

(Be sure to attach to your Lesson Plan and Summary Evaluation Form)

Student's Name ______________________ Lesson Number ______________

DIRECTIONS TO EVALUATORS. When evaluating a lesson plan rate each of the BOLD FACE items that appear on this form that meet with your approval. If an item does not meet with your approval, the student is obligated to modify it until it does. All ratings are to be entered in the boxes provided. RATINGS FOR ALL ITEMS THAT APPEAR ON THIS FORM ARE TO BE BASED UPON PRODUCTS OF A STUDENT'S BEHAVIOR, RATHER THAN UPON BEHAVIOR PER SE. Each rating is to reflect one of the following judgments:

(1) MINIMAL	(2)	(3) ADEQUATE	(4)	(5) OUTSTANDING
The element of the plan is attended to at a level of detail, inventiveness and care that suggests a barely adequate mastery of the knowledge and skill needed to present the lesson		The element of the plan is attended to at a level of detail, inventiveness and care that suggests a sufficient mastery of the knowledge and skill needed to present the lesson		The element of the plan is attended to at a level of detail, inventiveness and care that suggests an exceptional mastery of the knowledge and skill needed to present the lesson

ELEMENTS OF THE PLAN	EVALUATOR OF THE PLAN			COMMENTS
	School Supervisor	College Supervisor	Content Specialist	
OBJECTIVES AND INDICATORS Are the learning outcomes expected from the lesson clearly stated? (Expected outcomes need not be stated in the form of "behavioral" objectives) Are they worthwhile outcomes, given the characteristics of the pupils to be taught? Are the indicators of outcome achievement identified?	☐	☐	☐	
INSTRUCTIONAL ACTIVITIES, MATERIALS AND PROCEDURES Are the learning activities to be pursued in the lesson clearly identified? Are they logically related to the learning outcomes desired from the lesson? Are they appropriately sequenced? Are the instructional materials and procedures to be used in the lesson clearly identified? Are they appropriate to the learners to be taught and the outcomes to be achieved?	☐	☐	☐	

COMPETENCY DEMONSTRATION CONTEXT: LESSON TEACHING

COMPETENCY CLUSTER II: PERFORMING INSTRUCTIONAL FUNCTIONS
COMPETENCY INDICATORS: STUDENT BEHAVIOR

Student's Name ______ Lesson Number ______ Date Presented ______ Time Presented ______ Supervisor or Content Specialist's Name ______

DIRECTIONS TO EVALUATORS. When evaluating a lesson presentation rate each of the instructional functions (bold face items) that appear on this form. **All ratings are to be entered in the boxes provided.** RATINGS FOR ITEMS LISTED ON THE FIRST TWO PAGES OF THE FORM ARE TO BE BASED UPON STUDENT BEHAVIOR. **These ratings are to reflect one of five possible judgments:**

(1)	(2)	(3)	(4)	(5)
UNACCEPTABLE		ACCEPTABLE		SUPERIOR
The behavior of the student in presenting the lesson reflect an insufficient level of thoroughness, inventiveness and care in relation to the function		The behavior of the student in presenting the lesson reflect an adequate level of thoroughness, inventiveness and care in relation to the function		The behavior of the student in presenting the lesson reflect an exceptional level of thoroughness, inventiveness and care in relation to the function

INSTRUCTIONAL FUNCTION	SAMPLE INDICATORS	INDICATORS THAT SERVED AS A BASIS FOR JUDGMENT
CONVEYING THE OBJECTIVES OF INSTRUCTION ☐ Was there an attempt to convey the objectives of the lesson to pupils?	Positive to Negative Examples . Objectives of the lesson are described . Steps are taken to insure objectives are understood . Reference is made to objectives during the lesson . . Objectives are not stated . Objectives are stated once but not referred to again . Objectives are stated, but learning activities are not clearly related to them	COMMENT
ADAPTING INSTRUCTION TO CONTEXT ☐ Were the objectives of the lesson adapted to fit pupil responses to the lesson? Were the objectives of the lesson adapted to fit the characteristics of the instructional setting generally? Were instructional procedures and activities adapted to fit pupil responses to them? Were instructional procedures and activities adapted to fit the characteristics of the instructional setting generally? Were materials adapted to fit the characteristics of the instructional setting?	Positive to Negative Examples . Objectives are modified or differentiated for pupils on the basis of pupil response to the lesson . Objectives or procedures are modified to accommodate unexpected events, e.g., a snowfall or a fire nearby . Materials originally planned for use in the lesson are discarded or modified . . Objectives, materials or procedures are not modified, even though pupil response to them indicates they are inappropriate . Objectives, materials or procedures are not modified to accommodate unanticipated events	COMMENT

THE RATING THAT IS TO BE PROVIDED ON THIS PAGE IS STILL TO REFLECT ONE OF THE FOLLOWING JUDGMENTS:

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE	(4)	(5) SUPERIOR
No more than half the pupils being taught behaved in ways which indicated the instructional function was being carried out effectively		Three fourths or so of the pupils being taught behaved in ways which indicated the instructional function was being carried out effectively		All or nearly all of the pupils being taught behaved in ways which indicated the instructional function was being carried out effectively

INSTRUCTIONAL FUNCTION	SAMPLE INDICATORS	INDICATORS THAT SERVED AS A BASIS FOR JUDGMENT
MANAGING UNEXPECTED EVENTS ☐ Were potentially disruptive events effectively managed?	Positive to Negative Examples . Unexpected visitors or unusual events do not cause undo disruption in learning activities . When a child is disruptive the response of the student to him does not add to his disruptiveness or cause it to spread to others . A child who disrupts tends not to be disruptive a second or third time . When a child is feeling angry or upset or afraid the student's response to him does not intensify his feelings, or cause them to spread to others . . . Negative indicators are reflected in behavior that is the reverse of the above	COMMENT

V an expanded view of exp. requirements
(Changes for next year)
A. Tchg. comp to be demon.
  1. 7 § → 4 clusters
  2. 5 re IPR + IA.
B. Comp. Demo. contexts / ~ as before
C. Perf. Stand. for Comp. Demon
  1. all ~
  2. add Σ comp. areas ≅ to STFR to I.C.
    a. jury
    b. VTR +
  3. D. M. re
    a. pass to I.C.
    b. pass w condits
    c. not pass

VI approach taken to MCAS
A. 7 Δs in the form < scale 1-5
cluster only.
B. Source Δ in indicators
  1. plan + prep §-I + ach §III = prod. of a Tea. Behav.
  2. performance of assess. §.III = perform. of a Tea. Behav.
  3. Perform. of I hat §II + IPR IV § = Perform. + prod. of TB

VII Data Mgmnt & Utilization
A. Procedures not set yet → prob. of quality
B. qual. assurance strat.
  1. in-serv. ed.
  2. rs on qual. of ratings made
C. use of computer ready

VIII at OCE
A. great gains in CBTE P.
B. great gains for Research in TE.

CLUSTER II

CLUSTER II A

DEMONSTRATION CONTEXT. LESSON PREPARATION AND PRESENTATION

SUMMARY EVALUATION OF LESSON PRESENTATION

(Obtain only after all evaluations of your lesson presentation have been made)
(Attach to your Lesson Plan and all Presentation Evaluation Forms)

______________________	______________________	______________________
Student's Name	Lesson Number	Date

We judge each of the lesson elements that follow to be of → (circle one)	UNACCEPTABLE QUALITY	ACCEPTABLE QUALITY	OUTSTANDING QUALITY
OBJECTIVES			
ADAPTING THE LESSON TO LEARNER CHARACTERISTICS			
QUALITY OF PRESENTATION			
Classroom Management (Transition, Termination, and Student Attention)			
Instruction (Materials, Procedures and Organization)			
EVALUATION			
Preassessment			
Feedback during the lesson			
Feedback after the lesson			
Achievement of desired learning outcomes			
PLANNING NEXT STEPS			
THE FIT BETWEEN INSTRUCTOR, LESSON AND CONTEXT			

______________________		______________________
School Supervisor	______________________	College Supervisor
	Student Presenter	
______________________		______________________
Content Specialist		Student Recorder

* * *

Field Test Format 2
Experimental Elementary Teacher Education Program
Oregon College of Education
December, 1972

DEMONSTRATION CONTEXT: LESSON PREPARATION AND PRESENTATION

LESSON PRESENTATION EVALUATION FORM

Student's Name ____________

Content Area ____________

Date ____________

School or College Supervisor ____________

Lesson Element	Evaluator's Judgment (check one)			The Behavior Of The Student and/or Pupils That Led You To Make The Judgment You Have Made	Suggestions for Improvement
	Yes	No	Insufficient Evidence To Judge		
OBJECTIVES					
Were the learning outcomes expected from the lesson clearly explained to the pupils?					
Were the learning outcomes expected from the lesson understood by the pupils?					
Did the pupils view the expected learning outcomes as appropriate and worthwhile?					
ADAPTING THE LESSON TO LEARNER CHARACTERISTICS					
Was the lesson carried out in a manner that reflected adaptation to pupil characteristics?					
QUALITY OF PRESENTATION					
Was the transition between the previous learning activity and the present lesson effective?					
Was the attention of the pupils maintained throughout the lesson?					
Were instructional materials, procedures and organizational strategies used advantageously?					
Was the termination and "wrap up" of the lesson effectively handled?					

Field Test Format 2
Experimental Elementary Teacher Education Program
Oregon College of Education
December, 1972

CLUSTER II A

LESSON PRESENTATION EVALUATION FORM

Lesson Element	Evaluator's Judgment (check one)			The Behavior Of The Student and/or Pupils That led You To Make The Judgment You Have Made	Suggestions for Improvement
	Yes	No	Insufficient Evidence To Judge		
EVALUATION Was the student's pre-lesson assessment of pupils essentially accurate?					
Was the feedback provided to pupils about their performance furing the lesson adequate?					
Was the feedback provided to pupils about their performance after the lesson adequate?					
Were the desired learning outcomes from the lesson realized?					
Were there unexpected outcomes from the lesson that overshadowed the desired learning outcomes?					
PLANNING NEXT STEPS In talking with the student after the lesson was he or she able to identify next appropriate steps for pupils?					
THE FIT BETWEEN INSTRUCTOR, LESSON AND CONTEXT Did the lesson as presented fit well into the ongoing instructional program of the school?					
Did the lesson as presented fit well the student who presented it?					

Field Test Format 2
Experimental Elementary Teacher Education Program
Oregon College of Education
December, 1972

FIELD TEST FORMAT #3

COMPETENCY DEMONSTRATION CONTEXT: LESSON TEACHING

COMPETENCY CLUSTER II. PERFORMING INSTRUCTIONAL FUNCTIONS

____
Student

____________________ ____________________
Lesson Number Date

____
Evaluator

The first formal demonstration of teaching competency in the elementary teacher education program at OCE takes place in the context of lesson teaching. Three lessons are taught for purposes of competency assessment, and three clusters of competencies are assessed in each lesson. Planning and Preparing for Instruction; Performing Instructional Functions; Performing Assessment Functions. A fourth cluster of teaching competencies, Displaying Pupil Achievement, is assessed in at least one of the three lessons. Performance standards and statements of procedure that accompany competency demonstration in the context of lessons are described in The OCE Guide to Competency Assessment in Lesson Teaching.

THE FORMS ATTACHED ARE TO BE USED IN EVALUATING THE PERFORMANCE OF INSTRUCTIONAL FUNCTIONS AS EACH OF THE THREE LESSONS ARE BEING TAUGHT

The Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon
July, 1973

CLUSTER II B
and following
pages

COMPETENCY DEMONSTRATION CONTEXT: LESSON TEACHING

COMPETENCY CLUSTER II. PERFORMING INSTRUCTIONAL FUNCTIONS

RECORD OF TEACHING

Student's Name	Lesson Number	Date
Time of Presentation		Supervising Teacher

* * *

CONTEXT DESCRIPTION

STUDENTS TAUGHT

School ______
Grade ______
Number ______
Special Characteristics
______
______

CONTENT TAUGHT

Area ______
Expected Learning Outcomes
______
______
______
______

* * *

SUMMARY EVALUATION OF THE PERFORMANCE OF INSTRUCTIONAL FUNCTIONS

(Obtain only after all aspects of your lesson presentation have been evaluated)

I judge the student's performance of INSTRUCTIONAL FUNCTIONS in the context of the lesson presented to be (enter in the box below your name the number that best describes your judgment as to the overall quality of the student's performance of the instructional functions rated):

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE	(4)	(5) SUPERIOR
On the whole the performance of INSTRUCTIONAL FUNCTIONS in the lesson presented reflect an insufficient level of thoroughness, inventiveness and care		On the whole the performance of INSTRUCTIONAL FUNCTIONS in the lesson presented reflect an adequate level of thoroughness, inventiveness and care		On the whole the performance of INSTRUCTIONAL FUNCTIONS in the lesson presented reflect an exceptional level of thoroughness, inventiveness and care

School Supervisor	College Supervisor	Content Specialist
☐	☐	☐

COMPETENCY DEMONSTRATION CONTEXT LESSON TEACHING

COMPETENCY CLUSTER II: PERFORMING INSTRUCTIONAL FUNCTIONS
COMPETENCY INDICATORS: STUDENT BEHAVIOR

Student's Name	Lesson Number	Date Presented	Time Presented	Supervisor or Content Specialist's Name

DIRECTIONS TO EVALUATORS. **When evaluating a lesson presentation rate each of the instructional functions (bold face items) that appear on this form. All ratings are to be entered in the boxes provided.** RATINGS FOR ITEMS LISTED ON THE FIRST TWO PAGES OF THE FORM ARE TO BE BASED UPON STUDENT BEHAVIOR. **These ratings are to reflect one of five possible judgments:**

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE	(4)	(5) SUPERIOR
The behavior of the student in presenting the lesson reflect an insufficient level of thoroughness, inventiveness and care in relation to the function		The behavior of the student in presenting the lesson reflect an adequate level of thoroughness, inventiveness and care in relation to the function		The behavior of the student in presenting the lesson reflect an exceptional level of thoroughness, inventiveness and care in relation to the function

INSTRUCTIONAL FUNCTION	SAMPLE INDICATORS	INDICATORS THAT SERVED AS A BASIS FOR JUDGMENT
CONVEYING THE OBJECTIVES OF INSTRUCTION ☐ Was there an attempt to convey the objectives of the lesson to pupils?	Positive to Negative Examples . Objectives of the lesson are described . Steps are taken to insure objectives are understood . Reference is made to objectives during the lesson . Objectives are not stated . Objectives are stated once but not referred to again . Objectives are stated, but learning activities are not clearly related to them	COMMENT
ADAPTING INSTRUCTION TO CONTEXT ☐ Were the objectives of the lesson adapted to fit pupil responses to the lesson? Were the objectives of the lesson adapted to fit the characteristics of the instructional setting generally? Were instructional procedures and activities adapted to fit pupil responses to them? Were instructional procedures and activities adapted to fit the characteristics of the instructional setting generally? Were materials adapted to fit the characteristics of the instructional setting?	Positive to Negative Examples . Objectives are modified or differentiated for pupils on the basis of pupil response to the lesson . Objectives or procedures are modified to accommodate unexpected events, e.g., a snowfall or a fire nearby . Materials originally planned for use in the lesson are discarded or modified . Objectives, materials or procedures are not modified, even though pupil response to them indicates they are inappropriate . Objectives materials or procedures are not modified to accommodate unanticipated events	COMMENT

RATINGS FOR ITEMS LISTED ON THIS PAGE ARE STILL TO BE BASED UPON STUDENT BEHAVIOR. THEY ARE TO REFLECT ONE OF FIVE POSSIBLE JUDGMENTS:

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE	(4)	(5) SUPERIOR
The behavior of the student in presenting the lesson reflect an insufficient level of thoroughness, inventiveness and care in relation to the function		The behavior of the student in presenting the lesson reflect an adequate level of thoroughness, inventiveness and care in relation to the function		The behavior of the student in presenting the lesson reflect an exceptional level of thoroughness, inventiveness and care in relation to the function

INSTRUCTIONAL FUNCTION	SAMPLE INDICATORS	INDICATORS THAT SERVED AS A BASIS FOR JUDGMENT
MANAGING THE INSTRUCTIONAL PROCESS ☐ Were efforts made to move clearly and efficiently from the previous learning activity to the lesson to be taught? Was the lesson appropriately introduced and were learning activities appropriately initiated? Were materials and procedures appropriately used and articulated throughout the lesson? Were efforts made to bring closure to the lesson before its termination?	Positive to Negative Examples . Firm, decisive steps are taken to move to the new lesson . The structure and purpose of the lesson is outlined . Organizers are provided that link the lesson to pupil understandings and experiences . Materials are distributed efficiently and in sufficient quantity to allow children to work effectively . Help is given to pupils when it is asked for . The lesson is terminated with a review, synthesis or some other action that brings it to a fitting close . . Movement to the new lesson is indecisive . Little introduction or advance organization is provided . Materials are in short supply or inefficiently distributed . Children must wait for assistance for long periods of time . The lesson is terminated without appropriate closure	COMMENT
MANAGING UNEXPECTED EVENTS ☐ Were potentially disruptive events appropriately managed?	Positive to Negative Examples . Unexpected visitors or unusual events are dealt with in ways that minimize their disruptiveness . Disruptive behavior on the part of children is dealt with appropriately and in a straightforward manner . Feelings of upset or anger on the part of children are dealt with appropriately and forthrightly . . Children who are disruptive are dealt with in ways that add to the disruption . Children who are angry or upset are dealt with in ways that intensify their feelings, or that extend their feelings to others . Visitors & unusual events are dealt with in ways which increase their disruptiveness rather than decrease it	COMMENT

PERFORMING INSTRUCTIONAL FUNCTIONS, CONTINUED
COMPETENCY INDICATORS: PUPIL BEHAVIOR

Student's Name

Lesson Number

Date Presented

Time Presented

Supervisor or Content Specialist's Name

DIRECTIONS TO EVALUATORS. Ratings for the items listed on this and the following page are to be based upon PUPIL BEHAVIOR. These ratings are to reflect one of five possible judgments:

(1)	(2)	(3)	(4)	(5)
UNACCEPTABLE		ACCEPTABLE		SUPERIOR
No more than half the pupils being taught behaved in ways which indicated the instructional function was being carried out effectively		Three fourths or so of the pupils being taught behaved in ways which indicated the instructional function was being carried out effectively		All or nearly all of the pupils being taught behaved in ways which indicated the instructional function was being carried out effectively

INSTRUCTIONAL FUNCTION	SAMPLE INDICATORS	INDICATORS THAT SERVED AS A BASIS FOR JUDGMENT
CONVEYING THE OBJECTIVES OF INSTRUCTION ☐ Were the learning outcomes expected from the lesson understood by the pupils being taught?	Positive to Negative Examples . Work on the lesson is commenced immediately . Few clarification questions are asked, either before or during the lesson . Work completed for the lesson is in keeping with objectives set . . Children appear confused and unable to proceed . Numerous questions are asked for clarification . Work handed in is not in keeping with objectives set	COMMENT
MANAGING THE INSTRUCTIONAL PROCESS ☐ Was the transition from the previous class period to the lesson to be presented effectively managed? Was the lesson effectively introduced and learning activities effectively initiated? Were the instructional materials and procedures used appropriate to the pupils being taught & the learning outcomes to be achieved? Did the termination of the lesson leave pupils with a sense of closure?	Positive to Negative Examples . Pupils cease activities, put away materials and proceed with the new learning activity . Pupils engage in the work of the lesson without horse play or hesitation . Interest appears to be maintained throughout the lesson . Unwarranted disruptions from pupils are few . Satisfaction, excitement and a sense of anticipation of what is to come surround termination of the lesson . . . Negative indicators are reflected in behavior that is the reverse of the above	COMMENT

THE RATING THAT IS TO BE PROVIDED ON THIS PAGE IS STILL TO REFLECT ONE OF THE FOLLOWING JUDGMENTS:

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE	(4)	(5) SUPERIOR
No more than half the pupils being taught behaved in ways which indicated the instructional function was being carried out effectively		Three fourths or so of the pupils being taught behaved in ways which indicated the instructional function was being carried out effectively		All or nearly all of the pupils being taught behaved in ways which indicated the instructional function was being carried out effectively

INSTRUCTIONAL FUNCTION		SAMPLE INDICATORS	INDICATORS THAT SERVED AS A BASIS FOR JUDGMENT
MANAGING UNEXPECTED EVENTS Were potentially disruptive events effectively managed?	☐	Positive to Negative Examples . Unexpected visitors or unusual events do not cause undo disruption in learning activities . When a child is disruptive the response of the student to him does not add to his disruptiveness or cause it to spread to others . A child who disrupts tends not to be disruptive a second or third time . When a child is feeling angry or upset or afraid the student's response to him does not intensify his feelings, or cause them to spread to others . . . Negative indicators are reflected in behavior that is the reverse of the above	COMMENT

PERFORMING INSTRUCTIONAL FUNCTIONS, CONTINUED
GENERAL OBSERVATIONS

Student's Name ____________ Lesson Number ____________ Date Presented ____________ Time Presented ____________ Supervisor or Content Specialist's Name ____________

DIRECTIONS TO EVALUATORS. THE ITEMS THAT APPEAR ON THIS PAGE DO NOT REQUIRE RATING SCALE VALUES TO BE APPLIED TO THEM. THEY DO NEED TO BE ATTENDED TO, HOWEVER. SO BE SURE TO HAVE THE PERSON WHO EVALUATES YOUR LESSON PRESENTATION PROVIDE THE INFORMATION REQUESTED.

ITEM	EVALUATOR'S JUDGMENT (check one)			INDICATORS THAT SERVED AS A BASIS FOR JUDGMENT	COMMENTS
	Yes	No	No Basis For Judgment		
THE FIT BETWEEN INSTRUCTOR, LESSON AND CONTEXT					
Did the lesson as presented reflect the intent of the lesson as planned?					
Did the lesson as presented seem to make good use of the talents and abilities of the student who presented it?					
Did the student's response to pupils during the course of the lesson appear to represent an honest expression of the perceptions and feelings that the student held?					
Did the student reflect any teaching mannerisms that seemed to have a significant effect on the success of the lesson?					
SENSITIVITY TO NEXT STEPS					
When asked, following the completion of the lesson, was the student able to describe appropriate next learning steps for pupils?					

APPENDIX I: CLUSTER FORMS IN USE FOR 1973-1974 YEAR

The Material enclosed are the competency assessment forms used with all elementary education majors enrolled in The OCE-CBTE Program for the year 1973-1974. They include copies of CLUSTERS I, II, III, AND IV for LESSON TEACHING, and the proposed CLUSTER I for SHORT TERM FULL RESPONSIBILITY TEACHING

FIELD TEST FORMAT #3

COMPETENCY DEMONSTRATION CONTEXT: LESSON TEACHING

COMPETENCY CLUSTER I. PLANNING AND PREPARING FOR INSTRUCTION

Student

Lesson Number

Date

Evaluator

The first formal demonstration of teaching competency in the elementary teacher education program at OCE takes place in the context of lesson teaching. Three lessons are taught for purposes of competency assessment, and three clusters of competencies are assessed in each lesson: Planning and Preparing for Instruction; Performing Instructional Functions; Performing Assessment Functions. A fourth cluster of teaching competencies, Displaying Pupil Achievement, is assessed in at least one of the three lessons. Performance standards and statements of procedure that accompany competency demonstration in the context of lessons are described in The OCE Guide to Competency Assessment in Lesson Teaching.

THE FORMS ATTACHED ARE TO BE USED IN EVALUATING PLANS FOR EACH LESSON THAT IS TO BE TAUGHT

The Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon
July, 1973

COMPETENCY DEMONSTRATION CONTEXT LESSON TEACHING

COMPETENCY CLUSTER I. PLANNING AND PREPARING FOR INSTRUCTION

(Attach to your Lesson Plan and Lesson Plan Evaluation Form)

Student's Name ______________________

Lesson Number ______________________

RECORD OF NEGOTIATION

APPROVAL TO PREPARE ~~NEGOTIATE~~ A FORMAL LESSON PLAN ~~WITH A SCHOOL SUPERVISOR~~

College Supervisor ______________________ Date __________

APPROVAL TO PREPARE A FORMAL LESSON PLAN

School Supervisor ______________________ Date __________

* * *

CONTEXT DESCRIPTION

STUDENTS TO BE TAUGHT

School ______________________
Grade ______________________
Number ______________________
Special Characteristics
____
____

CONTENT TO BE TAUGHT

Area ______________________
Expected Learning Outcomes
____
____
____
____

DATE(S) OF LESSON PRESENTATION
____
____

TIME(S) OF LESSON PRESENTATION
____
____

* * *

SUMMARY EVALUATION OF LESSON PLAN

(Obtain only after all elements of your plan have been evaluated)

I judge the plan as a whole to be of the following quality (enter the number in the box below your name that best describes your judgment as to the overall quality of the plan):

(1) MINIMAL	(2)	(3) ADEQUATE	(4)	(5) OUTSTANDING
The elements of the plan are attended to at a level of detail, inventiveness and care that suggests a barely adequate mastery of the knowledge and skill needed to present the lesson		The elements of the plan are attended to at a level of detail, inventiveness, and care that suggests a sufficient mastery of the knowledge and skill needed to present the lesson		The elements of the plan are attended to at a level of detail, inventiveness and care that suggests an exceptional mastery of the knowledge and skill needed to present the lesson

____
School Supervisor
☐

____
College Supervisor
☐

____
Content Specialist
☐

DEMONSTRATION CONTEXT: LESSON TEACHING

LESSON PLAN EVALUATION FORM

(Be sure to attach to your Lesson Plan and Summary Evaluation Form)

Student's Name ____________________

Lesson Number ____________________

DIRECTIONS TO EVALUATORS. When evaluating a lesson plan rate each of the BOLD FACE items that appear on this form that meet with your approval. If an item does not meet with your approval, the student is obligated to modify it until it does. All ratings are to be entered in the boxes provided. RATINGS FOR ALL ITEMS THAT APPEAR ON THIS FORM ARE TO BE BASED UPON PRODUCTS OF A STUDENT'S BEHAVIOR, RATHER THAN UPON BEHAVIOR PER SE. Each rating is to reflect one of the following judgments:

(1) MINIMAL	(2)	(3) ADEQUATE	(4)	(5) OUTSTANDING
The element of the plan is attended to at a level of detail, inventiveness and care that suggests a barely adequate mastery of the knowledge and skill needed to present the lesson		The element of the plan is attended to at a level of detail, inventiveness and care that suggests a sufficient mastery of the knowledge and skill needed to present the lesson		The element of the plan is attended to at a level of detail, inventiveness and care that suggests an exceptional mastery of the knowledge and skill needed to present the lesson

ELEMENTS OF THE PLAN	EVALUATOR OF THE PLAN School Supervisor	 College Supervisor	 Content Specialist	COMMENTS
OBJECTIVES AND INDICATORS **Are the learning outcomes expected from the lesson clearly stated? (Expected outcomes need not be stated in the form of "behavioral" objectives)** **Are they worthwhile outcomes, given the characteristics of the pupils to be taught?** Are the indicators of outcome achievement identified?	☐	☐	☐	
INSTRUCTIONAL ACTIVITIES, MATERIALS AND PROCEDURES **Are the learning activities to be pursued in the lesson clearly identified?** **Are they logically related to the learning outcomes desired from the lesson?** **Are they appropriately sequenced?** **Are the instructional materials and procedures to be used in the lesson clearly identified?** **Are they appropriate to the learners to be taught and the outcomes to be achieved?**	☐	☐	☐	

THE RATING THAT IS TO BE PROVIDED ON THIS PAGE IS STILL TO REFLECT ONE OF THE FOLLOWING JUDGMENTS:

(1) MINIMAL	(2)	(3) ADEQUATE	(4)	(5) OUTSTANDING
The element of the plan is attended to at a level of detail, inventiveness and care that suggests a barely adequate mastery of the knowledge and skill needed to present the lesson		The element of the plan is attended to at a level of detail, inventiveness and care that suggests a sufficient mastery of the knowledge and skill needed to present the lesson		The element of the plan is attended to at a level of detail, inventiveness and care that suggests an exceptional mastery of the knowledge and skill needed to present the lesson

ELEMENTS OF THE PLAN	EVALUATOR OF THE PLAN School Supervisor	 College Supervisor	 Content Specialist	COMMENTS
THE ASSESSMENT OF LEARNING Does the lesson plan indicate knowledge of where pupils presently stand with respect to the learning outcomes expected from the lesson? Does the plan provide for feedback to pupils about their performance during the time the lesson is being presented? Does the plan describe the means by which learning outcomes expected from the lesson are to be measured?	☐	☐	☐	

MATCHING INSTRUCTOR, LESSON AND CONTEXT

	(check one) Yes	 No	 Uncertain	COMMENTS
Does the lesson as planned appear to be feasible and appropriate to the school setting in which it is to be presented?				
Does the lesson as planned appear to be in keeping with the talents, interests and personal characteristics of the student who is to present it?				

FIELD TEST FORMAT #3

COMPETENCY DEMONSTRATION CONTEXT: LESSON TEACHING

COMPETENCY CLUSTER II. PERFORMING INSTRUCTIONAL FUNCTIONS

Student

Lesson Number

Date

Evaluator

The first formal demonstration of teaching competency in the elementary teacher education program at OCE takes place in the context of lesson teaching. Three lessons are taught for purposes of competency assessment, and three clusters of competencies are assessed in each lesson. Planning and Preparing for Instruction; Performing Instructional Functions; Performing Assessment Functions. A fourth cluster of teaching competencies, Displaying Pupil Achievement, is assessed in at least one of the three lessons. Performance standards and statements of procedure that accompany competency demonstration in the context of lessons are described in The OCE Guide to Competency Assessment in Lesson Teaching.

THE FORMS ATTACHED ARE TO BE USED IN EVALUATING THE PERFORMANCE OF INSTRUCTIONAL FUNCTIONS AS EACH OF THE THREE LESSONS ARE BEING TAUGHT

The Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon
July, 1973

COMPETENCY DEMONSTRATION CONTEXT. LESSON TEACHING

COMPETENCY CLUSTER II. PERFORMING INSTRUCTIONAL FUNCTIONS

RECORD OF TEACHING

____________________ Student's Name	____________________ Lesson Number	____________________ Date
____________________ Time of Presentation		____________________ Supervising Teacher

* * *

CONTEXT DESCRIPTION

STUDENTS TAUGHT	CONTENT TAUGHT
School ____________________	Area ____________________
Grade ____________________	Expected Learning Outcomes
Number ____________________	____________________
Special Characteristics	____________________
____________________	____________________
____________________	____________________

* * *

SUMMARY EVALUATION OF THE PERFORMANCE OF INSTRUCTIONAL FUNCTIONS
(Obtain only after all aspects of your lesson presentation have been evaluated)

I judge the student's performance of INSTRUCTIONAL FUNCTIONS in the context of the lesson presented to be (enter in the box below your name the number that best describes your judgment as to the overall quality of the student's performance of the instructional functions rated):

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE	(4)	(5) SUPERIOR
On the whole the performance of INSTRUCTIONAL FUNCTIONS in the lesson presented reflect an insufficient level of thoroughness, inventiveness and care		On the whole the performance of INSTRUCTIONAL FUNCTIONS in the lesson presented reflect an adequate level of thoroughness, inventiveness and care		On the whole the performance of INSTRUCTIONAL FUNCTIONS in the lesson presented reflect an exceptional level of thoroughness, inventiveness and care
____________________ School Supervisor ☐		____________________ College Supervisor ☐		____________________ Content Specialist ☐

COMPETENCY DEMONSTRATION CONTEXT: LESSON TEACHING

COMPETENCY CLUSTER II: PERFORMING INSTRUCTIONAL FUNCTIONS
COMPETENCY INDICATORS: STUDENT BEHAVIOR

Student's Name	Lesson Number	Date Presented	Time Presented	Supervisor or Content Specialist's Name

DIRECTIONS TO EVALUATORS. **When evaluating a lesson presentation rate each of the instructional functions (bold face items) that appear on this form. All ratings are to be entered in the boxes provided.** RATINGS FOR ITEMS LISTED ON THE FIRST TWO PAGES OF THE FORM ARE TO BE BASED UPON STUDENT BEHAVIOR. **These ratings are to reflect one of five possible judgments:**

(1)	(2)	(3)	(4)	(5)
UNACCEPTABLE		ACCEPTABLE		SUPERIOR
The behavior of the student in presenting the lesson reflect an *insufficient* level of thoroughness, inventiveness and care in relation to the function		The behavior of the student in presenting the lesson reflect an *adequate* level of thoroughness, inventiveness and care in relation to the function		The behavior of the student in presenting the lesson reflect an *exceptional* level of thoroughness, inventiveness and care in relation to the function

INSTRUCTIONAL FUNCTION	SAMPLE INDICATORS	INDICATORS THAT SERVED AS A BASIS FOR JUDGMENT
CONVEYING THE OBJECTIVES OF INSTRUCTION ☐ Was there an attempt to convey the objectives of the lesson to pupils?	Positive to Negative Examples . Objectives of the lesson are described . Steps are taken to insure objectives are understood . Reference is made to objectives during the lesson . . Objectives are not stated . Objectives are stated once but not referred to again . Objectives are stated, but learning activities are not clearly related to them	COMMENT
ADAPTING INSTRUCTION TO CONTEXT ☐ **Were the objectives of the lesson adapted to fit pupil responses to the lesson?** **Were the objectives of the lesson adapted to fit the characteristics of the instructional setting generally?** **Were instructional procedures and activities adapted to fit pupil responses to them?** **Were instructional procedures and activities adapted to fit the characteristics of the instructional setting generally?** **Were materials adapted to fit the characteristics of the instructional setting?**	Positive to Negative Examples . Objectives are modified or differentiated for pupils on the basis of pupil response to the lesson . Objectives or procedures are modified to accommodate unexpected events, e.g., a snowfall or a fire nearby . Materials originally planned for use in the lesson are discarded or modified . . Objectives, materials or procedures are not modified, even though pupil response to them indicates they are inappropriate . Objectives materials or procedures are not modified to accommodate unanticipated events	COMMENT

RATINGS FOR ITEMS LISTED ON THIS PAGE ARE STILL TO BE BASED UPON STUDENT BEHAVIOR. THEY ARE TO REFLECT ONE OF FIVE POSSIBLE JUDGMENTS:

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE	(4)	(5) SUPERIOR
The behavior of the student in presenting the lesson reflect an insufficient level of thoroughness, inventiveness and care in relation to the function		The behavior of the student in presenting the lesson reflect an adequate level of thoroughness, inventiveness and care in relation to the function		The behavior of the student in presenting the lesson reflect an exceptional level of thoroughness, inventiveness and care in relation to the function

INSTRUCTIONAL FUNCTION	SAMPLE INDICATORS	INDICATORS THAT SERVED AS A BASIS FOR JUDGMENT
MANAGING THE INSTRUCTIONAL PROCESS ☐ Were efforts made to move clearly and efficiently from the previous learning activity to the lesson to be taught? Was the lesson appropriately introduced and were learning activities appropriately initiated? Were materials and procedures appropriately used and articulated throughout the lesson? Were efforts made to bring closure to the lesson before its termination?	Positive to Negative Examples . Firm, decisive steps are taken to move to the new lesson . The structure and purpose of the lesson is outlined . Organizers are provided that link the lesson to pupil understandings and experiences . Materials are distributed efficiently and in sufficient quantity to allow children to work effectively . Help is given to pupils when it is asked for . The lesson is terminated with a review, synthesis or some other action that brings it to a fitting close . . Movement to the new lesson is indecisive . Little introduction or advance organization is provided . Materials are in short supply or inefficiently distributed . Children must wait for assistance for long periods of time . The lesson is terminated without appropriate closure	COMMENT
MANAGING UNEXPECTED EVENTS ☐ Were potentially disruptive events appropriately managed?	Positive to Negative Examples . Unexpected visitors or unusual events are dealt with in ways that minimize their disruptiveness . Disruptive behavior on the part of children is dealt with appropriately and in a straightforward manner . Feelings of upset or anger on the part of children are dealt with appropriately and forthrightly . . Children who are disruptive are dealt with in ways that add to the disruption . Children who are angry or upset are dealt with in ways that intensify their feelings, or that extend their feelings to others . Visitors & unusual events are dealt with in ways which increase their disruptiveness rather than decrease it	COMMENT

PERFORMING INSTRUCTIONAL FUNCTIONS, CONTINUED
COMPETENCY INDICATORS: PUPIL BEHAVIOR

Student's Name	Lesson Number	Date Presented	Time Presented	Supervisor or Content Specialist's Name

DIRECTIONS TO EVALUATORS. Ratings for the items listed on this and the following page are to be based upon PUPIL BEHAVIOR. These ratings are to reflect one of five possible judgments:

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE	(4)	(5) SUPERIOR
No more than half the pupils being taught behaved in ways which indicated the instructional function was being carried out effectively		Three fourths or so of the pupils being taught behaved in ways which indicated the instructional function was being carried out effectively		All or nearly all of the pupils being taught behaved in ways which indicated the instructional function was being carried out effectively

INSTRUCTIONAL FUNCTION	SAMPLE INDICATORS	INDICATORS THAT SERVED AS A BASIS FOR JUDGMENT
CONVEYING THE OBJECTIVES OF INSTRUCTION ☐ Were the learning outcomes expected from the lesson understood by the pupils being taught?	Positive to Negative Examples . Work on the lesson is commenced immediately . Few clarification questions are asked, either before or during the lesson . Work completed for the lesson is in keeping with objectives set . . Children appear confused and unable to proceed . Numerous questions are asked for clarification . Work handed in is not in keeping with objectives set	COMMENT
MANAGING THE INSTRUCTIONAL PROCESS ☐ Was the transition from the previous class period to the lesson to be presented effectively managed? Was the lesson effectively introduced and learning activities effectively initiated? Were the instructional materials and procedures used appropriate to the pupils being taught & the learning outcomes to be achieved? Did the termination of the lesson leave pupils with a sense of closure?	Positive to Negative Examples . Pupils cease activities, put away materials and proceed with the new learning activity . Pupils engage in the work of the lesson without horse play or hesitation . Interest appears to be maintained throughout the lesson . Unwarranted disruptions from pupils are few . Satisfaction, excitement and a sense of anticipation of what is to come surround termination of the lesson . . . Negative indicators are reflected in behavior that is the reverse of the above	COMMENT

THE RATING THAT IS TO BE PROVIDED ON THIS PAGE IS STILL TO REFLECT ONE OF THE FOLLOWING JUDGMENTS:

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE	(4)	(5) SUPERIOR
No more than half the pupils being taught behaved in ways which indicated the instructional function was being carried out effectively		Three fourths or so of the pupils being taught behaved in ways which indicated the instructional function was being carried out effectively		All or nearly all of the pupils being taught behaved in ways which indicated the instructional function was being carried out effectively

INSTRUCTIONAL FUNCTION	SAMPLE INDICATORS	INDICATORS THAT SERVED AS A BASIS FOR JUDGMENT
MANAGING UNEXPECTED EVENTS ☐ Were potentially disruptive events effectively managed?	Positive to Negative Examples . Unexpected visitors or unusual events do not cause undo disruption in learning activities . When a child is disruptive the response of the student to him does not add to his disruptiveness or cause it to spread to others . A child who disrupts tends not to be disruptive a second or third time . When a child is feeling angry or upset or afraid the student's response to him does not intensify his feelings, or cause them to spread to others . . . Negative indicators are reflected in behavior that is the reverse of the above	COMMENT

PERFORMING INSTRUCTIONAL FUNCTIONS, CONTINUED
GENERAL OBSERVATIONS

Student's Name

Lesson Number

Date Presented

Time Presented

Supervisor or Content Specialist's Name

DIRECTIONS TO EVALUATORS. THE ITEMS THAT APPEAR ON THIS PAGE DO NOT REQUIRE RATING SCALE VALUES TO BE APPLIED TO THEM. THEY DO NEED TO BE ATTENDED TO, HOWEVER. SO BE SURE TO HAVE THE PERSON WHO EVALUATES YOUR LESSON PRESENTATION PROVIDE THE INFORMATION REQUESTED.

ITEM	EVALUATOR'S JUDGMENT (check one)			INDICATORS THAT SERVED AS A BASIS FOR JUDGMENT	COMMENTS
	Yes	No	No Basis For Judgment		
THE FIT BETWEEN INSTRUCTOR, LESSON AND CONTEXT					
Did the lesson as presented reflect the intent of the lesson as planned?					
Did the lesson as presented seem to make good use of the talents and abilities of the student who presented it?					
Did the student's response to pupils during the course of the lesson appear to represent an honest expression of the perceptions and feelings that the student held?					
Did the student reflect any teaching mannerisms that seemed to have a significant effect on the success of the lesson?					
SENSITIVITY TO NEXT STEPS					
When asked, following the completion of the lesson, was the student able to describe appropriate next learning steps for pupils?					

FIELD TEST FORMAT #3

COMPETENCY DEMONSTRATION CONTEXT. LESSON TEACHING

COMPETENCY CLUSTER III. PERFORMING ASSESSMENT FUNCTIONS

____
Student

____
Lesson Number

____
Date

____
Evaluator

The first formal demonstration of teaching competency in the elementary teacher education program at OCE takes place in the context of lesson teaching. Three lessons are taught for purposes of competency assessment, and three clusters of competencies are assessed in each lesson: Planning and Preparing for Instruction; Performing Instructional Functions; Performing Assessment Functions. A fourth cluster of teaching competencies, Displaying Pupil Achievement, is assessed in at least one of the three lessons. Performance standards and statements of procedure that accompany competency demonstration in the context of lessons are described in The OCE Guide to Competency Assessment in Lesson Teaching.

THE FORMS ATTACHED ARE TO BE USED IN EVALUATING THE PERFORMANCE OF ASSESSMENT FUNCTIONS IN EACH OF THE THREE LESSONS TAUGHT

The Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon
July, 1973

COMPETENCY DEMONSTRATION CONTEXT: LESSON TEACHING

COMPETENCY CLUSTER III. PERFORMING ASSESSMENT FUNCTIONS

RECORD OF TEACHING

Student's Name	Lesson Number	Date
Time of Presentation		Supervising Teacher

* * *

CONTEXT DESCRIPTION

STUDENTS TAUGHT

School ________________

Grade ________________

Number ________________

Special Characteristics

____

____

CONTENT TAUGHT

Area ________________

Expected Learning Outcomes -

____

____

____

____

* * *

SUMMARY EVALUATION OF THE PERFORMANCE OF ASSESSMENT FUNCTIONS
(Obtain only after all aspects of your lesson presentation have been evaluated)

I judge the student's performance of ASSESSMENT FUNCTIONS in the context of the lesson presented to be (enter in the box below your name the number that best describes your judgment as to the overall quality of the student's performance of the assessment functions rated);

(1)	(2)	(3)	(4)	(5)
UNACCEPTABLE		ACCEPTABLE		SUPERIOR
On the whole the performance of ASSESSMENT FUNCTIONS in the lesson presented reflect an insufficient level of thoroughness, inventiveness and care		On the whole the performance of ASSESSMENT FUNCTIONS in the lesson presented reflect an adequate level of thoroughness, inventiveness and care		On the whole the performance of ASSESSMENT FUNCTIONS in the lesson presented reflect an exceptional level of thoroughness, inventiveness and care

School Supervisor	College Supervisor	Content Specialist
☐	☐	☐

PERFORMING ASSESSMENT FUNCTIONS - PAGE 2

RATINGS FOR ITEMS LISTED ON THIS PAGE ARE STILL TO BE BASED UPON STUDENT BEHAVIOR. THEY ARE TO REFLECT ONE OF FIVE POSSIBLE JUDGMENTS:

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE	(4)	(5) SUPERIOR
The behavior of the student in presenting the lesson reflects an insufficient level of thoroughness, inventiveness and care in relation to the function		The behavior of the student in presenting the lesson reflects an adequate level of thoroughness, inventiveness and care in relation to the function		The behavior of the student in presenting the lesson reflects an exceptional level of thoroughness, inventiveness and care in relation to the function

ASSESSMENT FUNCTION	SAMPLE INDICATORS	INDICATORS THAT SERVED AS A BASIS FOR JUDGMENT
ASSESSING LEARNING DURING THE LESSON ☐ Was the student aware generally of how pupils were feeling about and progressing in their learning activities? Were discernable steps taken during the lesson to determine how pupils were progressing toward the objectives of the lesson? If formal or informal assessments were made of pupil learning during the course of the lesson, were they carried out with reasonable efficiency and accuracy? Were objectives, activities or procedures adapted to reflect the information that a student possessed about the feelings and progress of pupils in the lesson?	Positive to Negative Examples . Discernable adaptations are made in objectives, activities or procedures in response to how pupils feel about or are progressing toward the learning outcomes expected from the lesson . Formal or informal steps are taken to assess how pupils are progressing toward desired learning outcomes . If assessment activities are carried out in the course of the lesson they are implemented in a relatively short period of time and without drawing undue attention . . . Negative indicators are reflected in behaviors that are the reverse of the above	COMMENT
ASSESSING LEARNING AFTER THE LESSON ☐ Were steps taken during the latter part of the lesson, or after it had been completed, to determine where pupils stood with respect to the learning outcomes expected? If such an assessment was made was it carried out with reasonable efficiency and accuracy?	Positive to Negative Examples . Formal or informal assessments are made of the learning outcomes achieved . The assessment of outcomes achieved does not require a great deal of time and does not claim undue attention or significance . The information obtained from the assessment seems to be trustworthy and of utility . . . Negative indicators are reflected in behaviors that are the reverse of the above.	COMMENT

COMPETENCY DEMONSTRATION CONTEXT: LESSON TEACHING

COMPETENCY CLUSTER III: PERFORMING ASSESSMENT FUNCTIONS
COMPETENCY INDICATORS: STUDENT BEHAVIOR

Student's Name	Lesson Number	Date Presented	Time Presented	Supervisor or Content Specialist's Name

DIRECTIONS TO EVALUATORS. When evaluating a lesson presentation rate each of the assessment functions (bold face items) that appear on this form. All ratings are to be entered in the boxes provided. RATINGS FOR ALL ITEMS THAT APPEAR ON THIS FORM ARE TO BE BASED UPON STUDENT BEHAVIOR. These ratings are to reflect one of five possible judgments:

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE	(4)	(5) SUPERIOR
The behavior of the student in presenting the lesson reflects an insufficient level of thoroughness, inventiveness and care in relation to the function		The behavior of the student in presenting the lesson reflects an adequate level of thoroughness, inventiveness and care in relation to the function		The behavior of the student in presenting the lesson reflects an exceptional level of thoroughness, inventiveness and care in relation to the function

ASSESSMENT FUNCTION	SAMPLE INDICATORS	INDICATORS THAT SERVED AS A BASIS FOR JUDGMENT
ASSESSING LEARNING BEFORE THE LESSON ☐ **Were steps taken before the lesson began, or early in the lesson, to identify where pupils stood in relation to the learning outcomes expected from the lesson?** **If such an assessment was made, was it carried out with reasonable efficiency and accuracy?** **Were objectives, activities or procedures in the lesson adapted to reflect the information that came from the assessment?**	Positive to Negative Examples . A pretest over the learning outcomes expected from the lesson is administered prior to the lesson . The children's regular teacher is asked for her judgment as to where the pupils stand relative to the expected learning outcomes . One of the first activities undertaken in the lesson is an informal assessment of where the children stand relative to such outcomes . Whatever the form of assessment, it is carried out in a relatively short period of time and without undue attention being called to it . Information coming from the assessment is acted upon in designing the lesson . . Neither a formal or informal assessment is made of pupil learning before the lesson is undertaken . If an assessment is made it is inefficiently or ineffectively carried out, for example, it requires too much time, gains too much attention, or the information that is obtained is inaccurate or in some other way unsatisfactory . Information is obtained but there is no indication that it is acted upon	COMMENT

FIELD TEST FORMAT #3

COMPETENCY DEMONSTRATION CONTEXT: LESSON TEACHING

COMPETENCY CLUSTER IV. DISPLAYING PUPIL ACHIEVEMENT

Student

Lesson Number

Date

Evaluator

The first formal demonstration of teaching competency in the elementary teacher education program at OCE takes place in the context of lesson teaching. Three lessons are taught for purposes of competency assessment, and three clusters of competencies are assessed in each lesson: Planning and Preparing for Instruction, Performing Instructional Functions; Performing Assessment Functions. A fourth cluster of teaching competencies, Displaying Pupil Achievement, is assessed in at least one of the three lessons. Performance standards and statements of procedure that accompany competency demonstration in the context of lessons are described in The OCE Guide to Competency Assessment in Lesson Teaching.

THE FORMS ATTACHED ARE TO BE USED IN EVALUATING THE DISPLAY OF LEARNING OUTCOMES ACHIEVED IN ONE OF THE LESSONS TAUGHT

The Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon
July, 1973

COMPETENCY DEMONSTRATION CONTEXT: LESSON TEACHING

COMPETENCY CLUSTER IV. DISPLAYING PUPIL ACHIEVEMENT

RECORD OF TEACHING

Student's Name	Lesson Number	Date
Time of Presentation		Supervising Teacher

* * *

CONTEXT DESCRIPTION

STUDENTS TAUGHT

School ____________________
Grade ____________________
Number ____________________
Special Characteristics
____
____

CONTENT TAUGHT

Area ______________________________
Expected Learning Outcomes
____
____
____
____

* * *

SUMMARY EVALUATION OF THE PERFORMANCE OF ACHIEVEMENT DISPLAY FUNCTIONS
(Obtain only after all aspects of your lesson presentation have been evaluated)

I judge the student's performance of ACHIEVEMENT DISPLAY FUNCTIONS in the context of the lesson presented to be (enter in the box below your name the number that best describes your judgment as to the overall quality of the student's performance of the achievement display functions rated):

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE	(4)	(5) SUPERIOR
On the whole the performance of ACHIEVEMENT DISPLAY FUNCTIONS in the lesson presented reflect an insufficient level of thoroughness, inventiveness and care		On the whole the performance of ACHIEVEMENT DISPLAY FUNCTIONS in the lesson presented reflect an adequate level of thoroughness, inventiveness and care		On the whole the performance of ACHIEVEMENT DISPLAY FUNCTIONS in the lesson presented reflect an exceptional level of thoroughness, inventiveness and care

School Supervisor	College Supervisor	Content Specialist
☐	☐	☐

COMPETENCY DEMONSTRATION CONTEXT: LESSON TEACHING

COMPETENCY CLUSTER IV, DISPLAYING PUPIL ACHIEVEMENT
COMPETENCY INDICATORS: PRODUCTS OF A STUDENT'S BEHAVIOR

Student's Name	Lesson Number	Date Presented	Time Presented	Supervisor or Content Specialist's Name

DIRECTIONS TO EVALUATORS. When evaluating a lesson presentation rate each of the achievement display functions (bold face items) that appear on this form. All ratings are to be entered in the boxes provided. RATINGS FOR ALL ITEMS THAT APPEAR ON THIS FORM ARE TO BE BASED UPON PRODUCTS OF A STUDENT'S BEHAVIOR, RATHER THAN UPON BEHAVIOR PER SE. These ratings are to reflect one of five possible judgments:

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE	(4)	(5) SUPERIOR
The products of the student's effort to display learning outcomes related to the lesson reflect an insufficient level of thoroughness, inventiveness and care in relation to this teaching function		The products of the student's effort to display learning outcomes related to the lesson reflect an adequate level of thoroughness, inventiveness, and care in relation to this teaching function		The products of the student's effort to display learning outcomes related to the lesson reflect an exceptional level of thoroughness, inventiveness & care in relation to this teaching function

ACHIEVEMENT DISPLAY FUNCTION	SAMPLE INDICATORS	INDICATORS THAT SERVED AS A BASIS FOR JUDGMENT
DISPLAYING PRE- AND POST-LESSON ACHIEVEMENT ☐	Positive to Negative Examples	
Were the results of the assessment before the lesson recorded and displayed in such a way that they were easily interpreted? (Please attach the display if one has been prepared: sample display forms are found in the OCE Guide to Competency Assessment in Lesson Teaching)	. Results of at least the post-lesson assessments of learning outcomes are recorded and displayed so that anyone looking at the information can easily determine where each pupil stands with respect to the learning outcomes expected from the lesson . Post-lesson learning scores are summarized to show the proportion of pupils who achieved the learning outcomes expected from the lesson, and the proportion that did not . . Pre- and post-lesson assessment information is not recorded or displayed . Post-lesson achievement data are displayed but are not summarized to reflect the proportion of pupils who achieve the learning outcomes expected from the lesson, or the proportion of students who fail to do so	COMMENT
Were the results of the assessment after the lesson recorded and displayed in such a way that they were easily interpreted? (Please attach the display if one has been prepared: sample display forms are found in the OCE Guide to Competency Assessment in Lesson Teaching)		

ACHIEVEMENT DISPLAY FUNCTIONS - PAGE _

RATINGS FOR ITEMS LISTED ON THIS PAGE ARE STILL TO BE BASED UPON THE PRODUCTS OF STUDENT BEHAVIOR. THEY ARE TO REFLECT ONE OF FIVE POSSIBLE JUDGMENTS:

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE	(4)	(5) SUPERIOR
The products of the student's effort to display learning outcomes related to the lesson reflect an insufficient level of thoroughness, inventiveness and care in relation to this teaching function		The products of the student's effort to display learning outcomes related to the lesson reflect an adequate level of thoroughness, inventiveness, and care in relation to this teaching function		The products of the student's effort to display learning outcomes related to the lesson reflect an exceptional level of thoroughness, inventiveness & care in relation to this teaching function

ACHIEVEMENT DISPLAY FUNCTION	SAMPLE INDICATORS	INDICATORS THAT SERVED AS A BASIS FOR JUDGMENT
DISPLAYING LEARNING GAINS AS A RESULT OF THE LESSON ☐ Were learning gains that resulted from the lesson displayed so that they were easily interpreted? (Please attach the display if one has been prepared: sample display forms are found in the OCE Guide to Competency Assessment in Lesson Teaching)	Positive to Negative Examples . Learning gains are calculated between pre- and post-lesson assessments, and charted in such a way as to make them easily understandable . Gain scores are summarized so that a reader may quickly see the proportion of students who gained and the proportion who did not . . Gain scores are not calculated, or if they are calculated they are not displayed . Gain score information is displayed, but it is not summarized to show proportions of students who have gained particular amounts, or who have failed to gain	COMMENT

COMPETENCY DEMONSTRATION CONTEXT: SHORT TERM FULL RESPONSIBILITY TEACHING

COMPETENCY CLUSTER I: PLANNING AND PREPARING FOR INSTRUCTION

Student ____________________

Submission Number ____________________

Date ____________________

Evaluator ____________________

The second formal demonstration of teaching competency in the elementary teacher education program at OCE takes place in the context of short term (2-5 days) full responsibility teaching. Demonstrated competency in this teaching context is prerequisite to practicum (student) teaching. Full Responsibility for the management and teaching of children for a minimum of two consecutive days is the basis for competency assessment. Six areas or clusters of competencies are assessed during the course of the two to five days: Planning and Preparing for Instruction; Performing Instructional Functions; Performing Assessment Functions; Displaying Pupil Achievement; Performing Associated Professional Functions; and Interpersonal Effectiveness. Performance standards and statements of procedure for competency demonstration in this context appear in The OCE Guide to Competency Demonstration and Assessment In Short Term Full Responsibility Teaching.

THE FORMS ATTACHED ARE TO BE USED IN EVALUATING PLANS FOR THE TWO- TO FIVE-DAY TEACHING EXPERIENCE AS A WHOLE, AND PLANS FOR TWO SUBJECT AREAS THAT ARE TO BE ASSESSED ACCORDING TO THE REQUIREMENTS OF FORMAL LESSON TEACHING

The Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon
November, 1973

FIELD TEST FORMAT #2

COMPETENCY DEMONSTRATION CONTEXT: SHORT TERM FULL RESPONSIBILITY TEACHING

COMPETENCY CLUSTER I: PLANNING AND PREPARING FOR INSTRUCTION

(Attach to your 2-5 day instructional plan, and your plans for the two subject areas that are to be assessed formally)

Submission Number ____

____
Student's Name

APPROVAL TO PREPARE INSTRUCTIONAL PLANS

______________________ ______
College Supervisor Date

______________________ ______
School Supervisor Date

STUDENTS TO BE TAUGHT

School ______________________
Grade Level ______________________
Number of Pupils ______________________
Special Characteristics of Pupils
____
____
Special Characteristics of Context
____
____
Days Teaching is to Take Place
____
____

* * *

SUMMARY EVALUATION OF INSTRUCTIONAL PLANS

(Obtain only after all elements of all plans have been evaluated)

I judge the planning that has been done as a whole to be of the following quality (enter the number in the box below your name that best describes your judgment as to the overall quality of planning):

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE	(4)	(5) SUPERIOR
On the whole planning has been attended to at a level of detail, inventiveness, and care that suggests an insufficient mastery of the knowledge and skill needed to carry out short term full responsibility teaching		On the whole planning has been attended to at a level of detail, inventiveness, and care that suggests an adequate mastery of the knowledge and skill needed to carry out short term full responsibility teaching		On the whole planning has been attended to at a level of detail, inventiveness, and care that suggests an exceptional mastery of the knowledge and skill needed to carry out short term full responsibility teaching

____
School Supervisor
☐

____
College Supervisor
☐

____
Content Specialist
☐

DEMONSTRATION CONTEXT: SHORT TERM FULL RESPONSIBILITY T

EVALUATING THE OVERALL INSTRUCTIONAL PLAN
(Be sure to attach your 2-5 day instructional plan

Student	School and Grade Level Where Teaching is to Occur	Dates Teaching is to Occur	Scho

DIRECTIONS TO EVALUATORS. When evaluating the overall instructional plan rate each of the BOLD FA plan receives a rating of (1) the student is obligated to modify that item until it receives a rating o boxes provided, and all items are to have a rating of (2) or higher before a student may proceed to tea judgments:

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE
Planning has been attended to at a level of detail, inventiveness, and care that suggests an insufficient mastery of the knowledge and skill needed to carry out short term full responsibility teaching		Planning has been attended to at a level of detail, inventiveness, and care that suggests an adequate mastery of the knowledge and skill needed to carry out short term full responsibility teaching

ELEMENTS OF THE PLAN

GENERAL PLANNING (BASED UPON ATTACHED SCHEDULE)

- Desired Learning Outcomes: Are outcomes appropriate and clearly stated? ☐
- Indicators Of Outcome Achievement: Are indicators appropriate and clearly stated? ☐
- Learning Activities: Are activities logical and appropriately sequenced? ☐
- Assessment Activities: Are pre, post and ongoing assessment activities clearly identified? ☐

SPECIAL AREA PLANNING (BASED UPON INTERVIEW)

- Materials And Procedures: Are they appropriate and do they facilitate transition and continuity? ☐ area I: K+S
- Assessment: Does it provide a basis for adjusting instruction and displaying pupil achievement? ☐ area II: process, c

MATCHING INSTRUCTOR, LESSON AND CONTEXT (BASED UPON PLAN AND INTERVIEW)

(check one)

	Yes	No	Uncertain
Does the plan appear feasible and appropriate?			
Does the plan appear consistent with the talents and skills of the student?			

ION CONTEXT: SHORT TERM FULL RESPONSIBILITY TEACHING

(EVALUATING THE OVERALL INSTRUCTIONAL PLAN
sure to attach your 2-5 day instructional plan)

l ur	Dates Teaching is to Occur	School Supervisor	Submission Number

l instructional plan rate each of the BOLD FACE items that appear on this form. If any item in the
modify that item until it receives a rating of (2) or higher. All ratings are to be entered in the
or higher before a student may proceed to teach. Each rating is to reflect one of the following

(3) ACCEPTABLE	(4)	(5) SUPERIOR
Planning has been attended to at a level of detail, inventiveness, and care that suggests an adequate mastery of the knowledge and skill needed to carry out short term full responsibility teaching		Planning has been attended to at a level of detail, inventiveness, and care that suggests an exceptional mastery of the knowledge and skill needed to carry out short term full responsibility teaching

COMMENTS

☐
☐
☐
☐

ey ☐ area I: K+S

c- ☐ area II: process, attitude,

(check one)

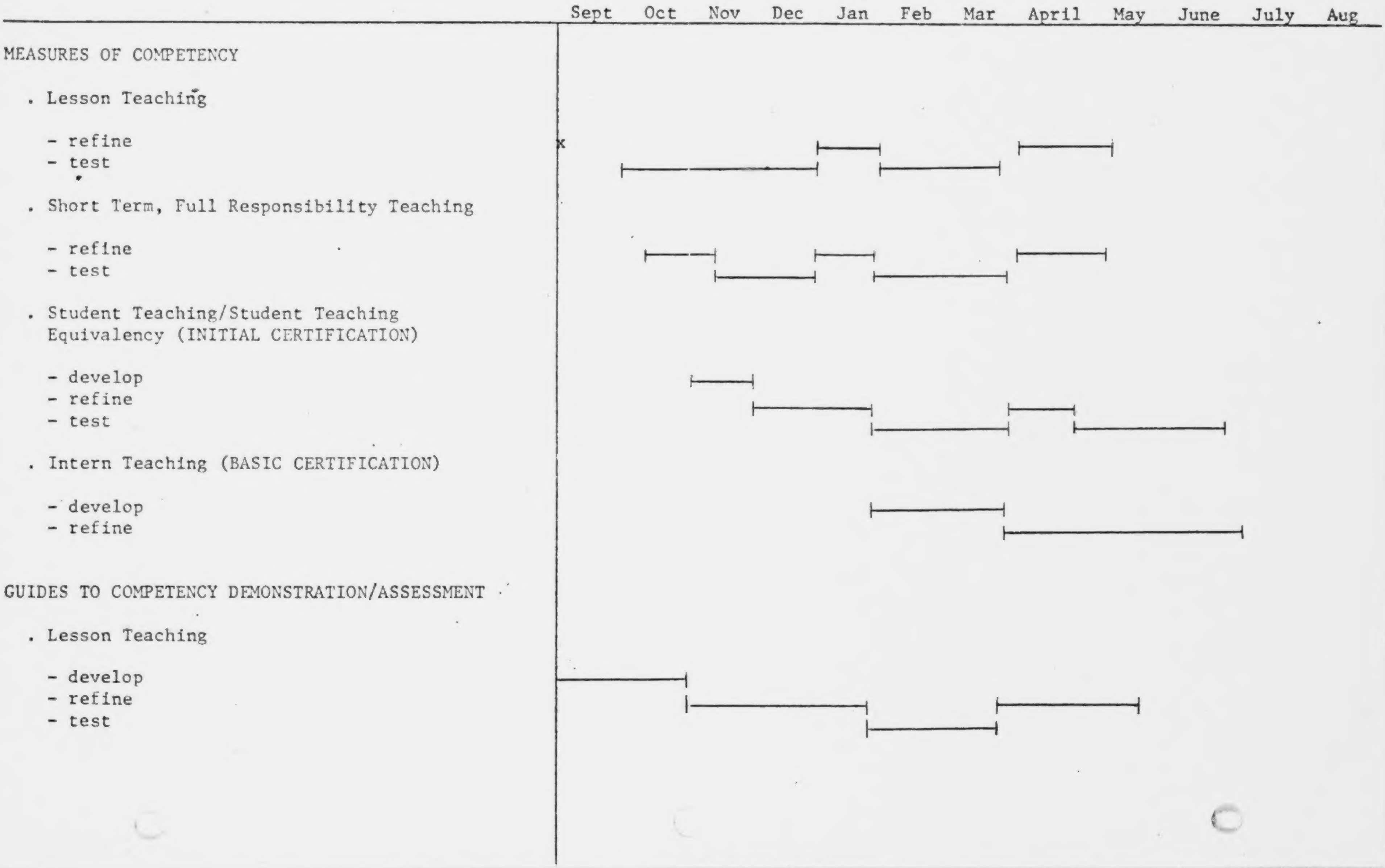
Yes	No	Uncertain

Evaluator: ____________________
School Supervisor
College Supervisor
Content Specialist

APPENDIX J: TASKS TO BE COMPLETED IN RELATION TO THE ETE PROGRAM

The materials enclosed are a list of tasks to be completed in relation to the ETE Program, now The OCE-CBTE Program. The tasks are referenced to a time line for expected beginning and completion periods of operation.

TASKS TO BE COMPLETED IN RELATION TO THE ETE PROGRAM

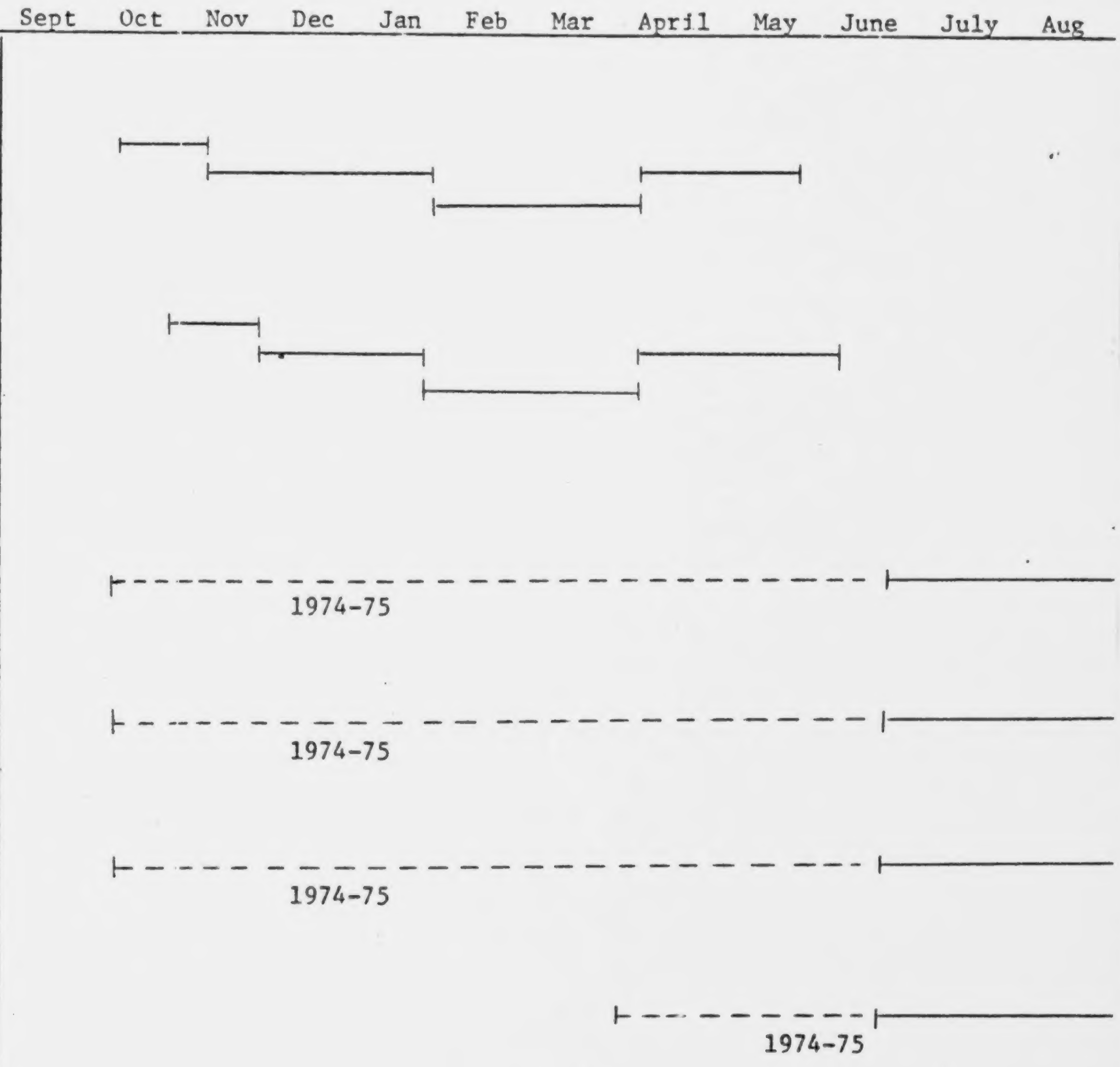


TASKS TO BE COMPLETED IN RELATION TO THE ETE PROGRAM,

- Short Term, Full Responsibility Teaching
  - develop
  - refine
  - test
- Student Teaching/Student Teaching Equivalency
  - develop
  - refine
  - test

SYLLABI THAT SUPPORT COMPETENCY DEVELOPMENT

- Lesson Teaching
  - refine
  - test
- Short Term, Full Responsibility Teaching
  - refine
  - test
- Student Teaching/Student Teaching Equivalency
  - refine
  - test
- Intern Teaching
  - develop
  - refine



TASKS TO BE COMPLETED IN RELATION TO THE ETE PROGRAM,

PROCEDURES FOR ASSURING QUALITY IN COMPETENCY MEASURES

- Inservice Programs for Elementary Division Faculty
  - developed/refined
  - applied
- Inservice Programs for School Supervisors
  - developed/refined
  - applied
- Monitoring For Quality (see proposal)
  - methodology developed/refined
  - methodology applied
- Research to Improve Quality (see proposal)

COMPETENCY PROFILES

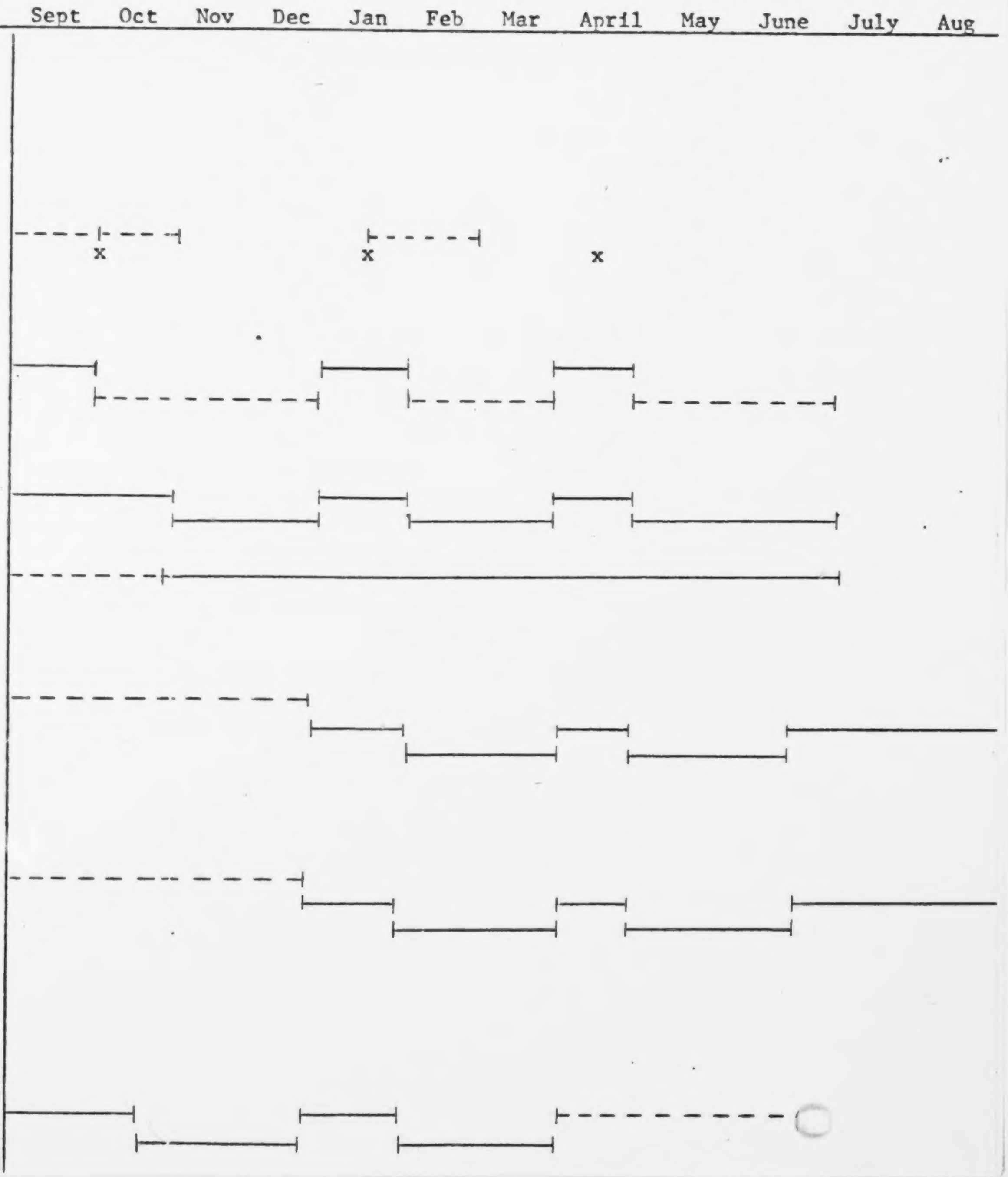
- Develop
- Refine
- Test

COMPETENCY DEMONSTRATION PORTFOLIOS

- Develop
- Refine
- Test

PROGRAM MANAGEMENT STRUCTURE (including the assessment system needed to support executive decisions)

- Refine
- Put into eration



TASKS TO BE COMPLETED IN RELATION TO THE ETE PROGRAM,

PROGRAM GOVERNANCE STRUCTURES (including the assessment system needed to support policy decisions)

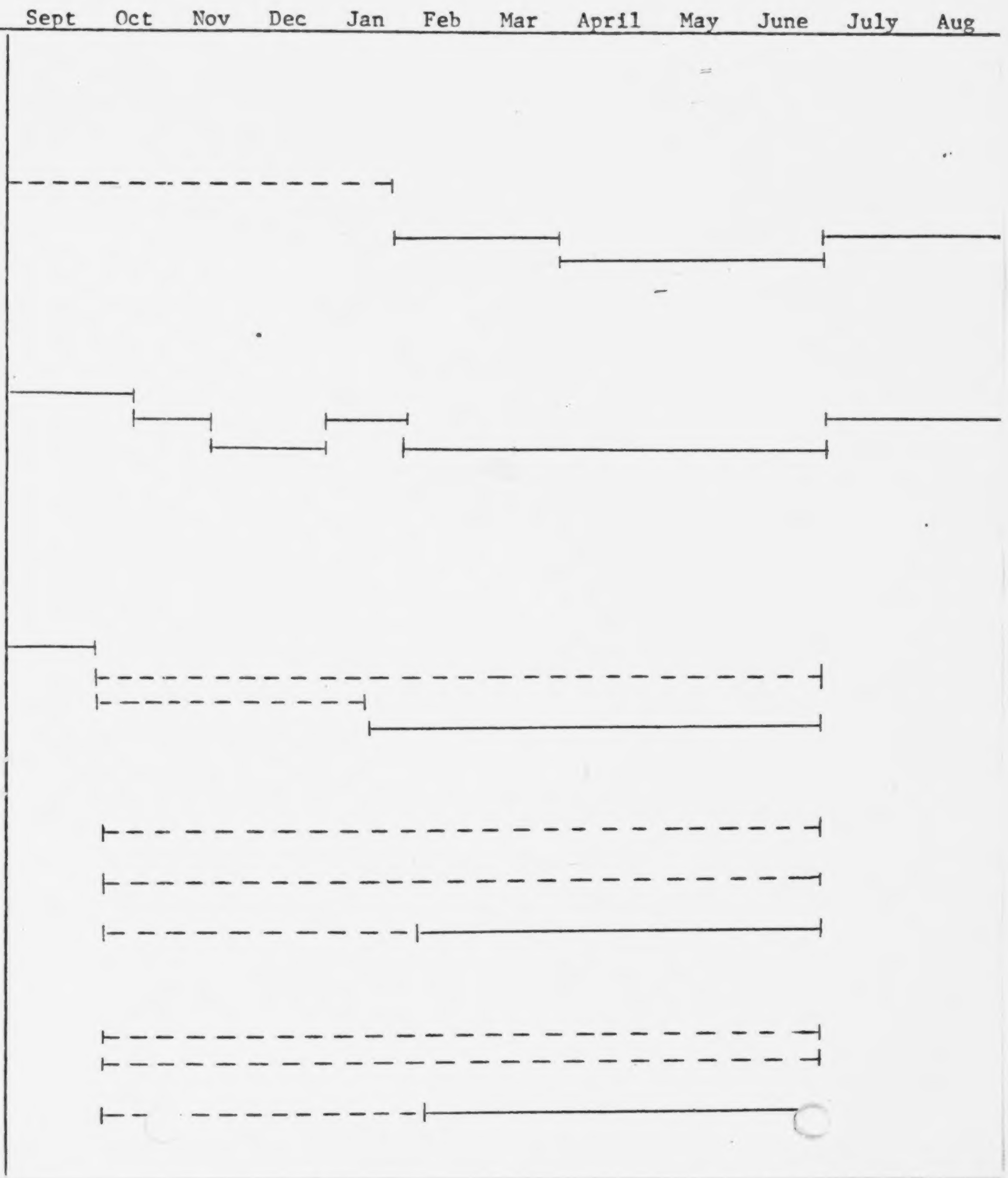
- Establish (including the Mid-Willamette Valley Consortium)
- Test/refine
- Put into operation

PROGRAM OPERATIONS CENTER

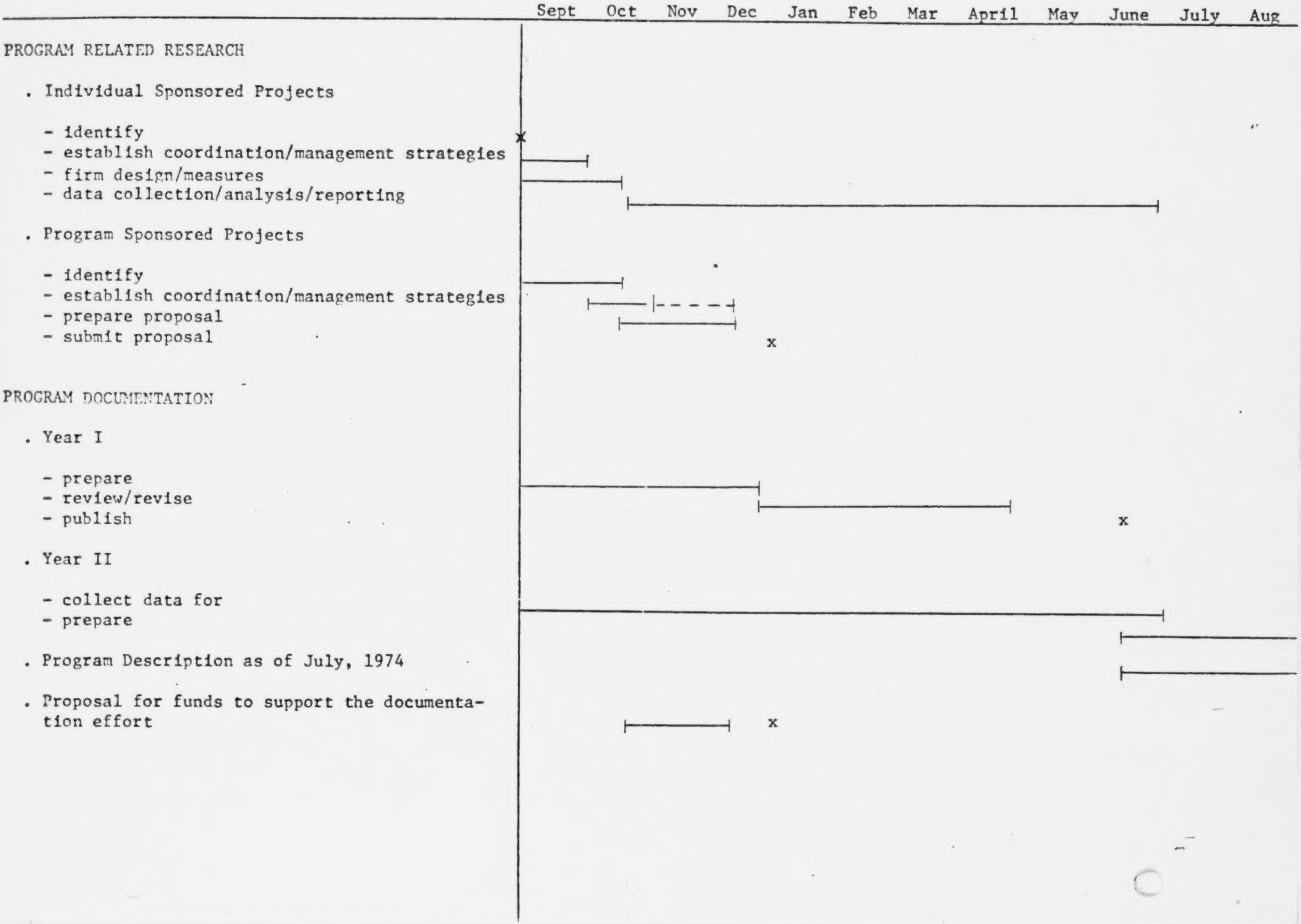
- Develop
- Test/refine
- Put into operation

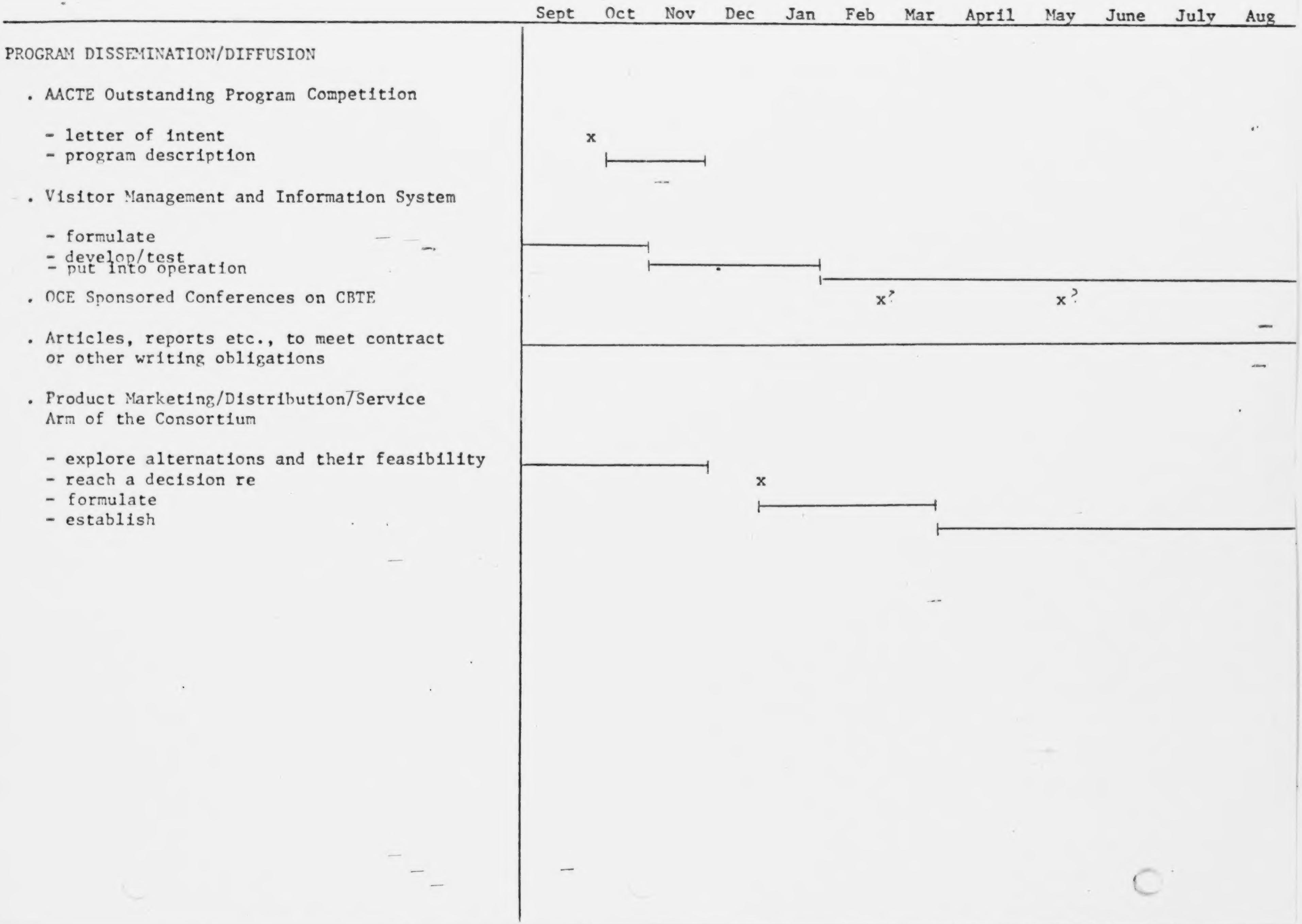
EXTENSION OF ETE PRINCIPLES AND PRACTICES TO OTHER OCE PROGRAMS

- Secondary Education
  - information about ETE
  - the language of CBTE
  - exploration in applying
  - trial
- Subject Matter Departments
  - information about ETE (note those who request such)
  - the language of CBTE, at least to Department Chairmen)
  - one illustrative program??
- Liberal Arts Core
  - information about ETE
  - the language of CBTE, at least to Department Charimen
  - one ill'strative area??



TASKS TO BE COMPLETED IN RELATION TO THE ETE PROGRAM,





PROGRAM DISSEMINATION/DIFFUSION

- AACTE Outstanding Program Competition
  - letter of intent
  - program description
- Visitor Management and Information System
  - formulate
  - develop/test
  - put into operation
- OCE Sponsored Conferences on CBTE
- Articles, reports etc., to meet contract or other writing obligations
- Product Marketing/Distribution/Service Arm of the Consortium
  - explore alternations and their feasibility
  - reach a decision re
  - formulate
  - establish

APPENDIX K: AN OUTLINE OF A RESEARCH PROPOSAL TO BE SUBMITTED TO NIE

The material enclosed represents a series of research proposals designed to extend and compliment to research completed in relation to the OCE-CBTE Program to date. It is only in rough draft form and is presently being used as a way of identifying needed areas of research and the means of getting it done.

Schalock
10/31/73
DRAFT #1

AN ABSTRACT OF THE NIE PROPOSAL

Though the present proposal requests funds to support research activities it is not a typical research proposal. It is instead a proposal to fund a series of interrelated research studies, and in the process illustrate an approach to educational research that is designed to overcome the lack of influence educational research typically has on educational practice.

The focus of the proposal is a strategy to meet the external validity demands of experiments in education. A coordinated set of proposals are made in this regard, including alternative approaches to the design of experimental studies in education, the development of data collection and analysis methodologies to accomodate the new designs called for, and most importantly the development of educational contexts in which the kind of research that is being called for can be implemented.

It is argued in the proposal that the elementary teacher education program at Oregon College of Education qualifies as a research context of the kind needed to implement the approach to educational research that is proposed, and that the kind of research that is being called for has begun to be implemented within it. An overview of the research that has been and is being carriedout at OCE is provided, proposals for a three year program of research are made, and funds are requested for the support of that research.

Considerable attention is directed in the proposal to the management of the research program that is being proposed, to the cost/benefit considerations that attend it, and to the likely benefits to accrue to to the National Institute of Education as sponsor of the research and to the field of education as a whole if it is sponsored and carried out successfully.

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Schalock
10/29/73
DRAFT COPY #2

AN OUTLINE OF THE RESEARCH PROPOSAL TO BE SUBMITTED TO NIE

Problem

The limited contribution of educational research to educational practice is widely recognized (Shulman, 1970; Clifford, 1972). It is also widely felt. Educational practitioners at the preschool, elementary, secondary and college levels repeatedly point to the lack of research information that contributes helpfully to practice. Persons in the fields of educational organization, administration, curriculum and instruction complain of the same problem. In the language of the authors of a recent report by the Rand Corporation on the effectiveness of schooling: "Research has not identified a variant of the existing system that is consistently related to student's educational outcomes." (Averch, et. al., 1972, p x).

Solutions That Have Been Proposed

A wide range of solutions have been proposed to change this circumstance. The more obvious and best known of these include improving the quality of research design (Campbell and Stanley, 1963; Campbell, 1967); improving the quality of data analysis (Cattell, 1966; Stanley, 1968); preparing better trained research personnel (Clark and Hopkins, 1969; Gideonse, 1969); focusing on applied as opposed to theoretical educational problems (Corman, 1957; Kowitz, 1960; Brooks, 1967); obtaining additional money to support educational research (Clifford, 1972); and attempting to develop new paradigms for educational research (Jenkins, 1968; Deese, 1969; AERA, 1969; Shulman, 1970; Parlett and Hamilton, 1972). As of yet, however, these changes have not seemed to enhance greatly the closeness of the relationship between educational research and educational practice.

On the suspicion that research by itself might not be sufficient to alter educational practice, emphasis has been directed within the past decade to educational development, evaluation and diffusion as accompanyments to research. The large curriculum development projects sponsored by the National Science Foundation in the late 1950's and early 1960's (Silberman, 1970; Shulman and Tamir, 1972); the creation of a network of educational laboratories by the U. S. Office of Education (Bailey, 1970; Chase, 1970); the concern with educational evaluation and accountability (Scriven, 1967; Stake, 1967; Glass, 1971); and the development of the ERIC system for the dissemination of the results of educational research and development (Havelock, et. al., 1970) are cases in point. While it is too early to determine the long term effects of these developments on educational practice the evidence that has accumulated thus far provides little basis for optimism.

Another Proposal

Another proposed solution can be pieced together from a number of sources, though as yet it has not been treated as a conceptual whole. The proposal draws upon the recommendations of Brunswick (1956), Tukey (1962, 1969), Campbell (1963, 1967, 1969), Cronbach (1966) Bracht and Glass (1968), Barker (1968), Mitchell (1969), Shulman (1970) and Clifford (1972). The essential problem that the proposal is designed to overcome is that of the external validity of educational experiments.

At its core the proposal calls for three fundamental shifts in the nature and focus of educational research: 1) a shift in emphasis from the sampling of people to the sampling of educational environments; 2) a shift from the study of single, isolated variables to the study of the complex of variables that make up ongoing educational environments; and 3) a shift from piecemeal, unrelated, "one-shot" research efforts to studies that are articulated through time, theory, and problem focus.

If applied in concert these shifts should provide educational researchers the wherewithall to design experiments that begin to reflect the realities of ongoing educational contexts, and in so doing begin to overcome the limitations that have plagued educational research for so long. As Shulman has pointed out:

> Researchers are caught in a bind. To maximize the internal validity of experiments, they develop carefully monitored settings within which they can govern their research. This has long been recognized as a necessity, but it is likely that the experimental tradition in America over-emphasized the importance of reliability and precision at the expense of the characteristics affecting that other factor of equal importance (external validi ... It is not sufficient that the individuals studied as a sample are truly representative of that human population to which the results of a particular experiment will be inferred. Researchers must also ascertain that the experimental conditions can serve as a sample from which to make inferences to a population of external conditions of interest. That is, researchers must also attempt to maximize the similarity between the conditions in which they study behavior and those other conditions, whatever they may be, to which researchers may ultimately wish to make inferences. The similarity should hold between psychologically meaningful features of the settings, not merely between the manifest aspects of the two situations. (1970, p. 377)

Conditions Of Implementation

Identifying changes that need to be made in research design is one thing. Implementing them is another. Obviously, a host of conditions must obtain if the shifts called for in the design of educational experiments are to be put into effect. Present conceptions of experimental design and experimental treatment conditions must be expanded (Campbell, 1963, 1967); the quality of dependent or outcome measures must be improved (Campbell et. al., 1969; Schalock, 1973); analytic methods must be extended to meet the demands of the broadened conception of design, treatment conditions, and dependent measures (Cattell, 1966; Tukey, 1969); research problems that are important to the practitioner must be selected and research towards the solution of those problems must be designed with the view to impact (Clifford, 1973); and all of this must be done within the framework of cost/benefit considerations (Haggerty, 1973). Fortunately, sufficient progress has been made on all these fronts within the past few years that the extensions called for should be able to be achieved.

A far more difficult condition to achieve, however, and one that is far more basic to the success of the research strategy that is being proposed, is the development of educational contexts that support the implementation of such a strategy. The conduct of long term, multifaceted, contextually valid, experimental research lays heavy demands on an ongoing educational context, and unless that context is special in many ways such demands will not be met.

In the judgment of the writers at least five conditions must prevail if an ongoing educational program is to serve as a context for the kind of research that is being proposed.

1. Persons responsible for the management and operation of the program must be inclined toward experimentation. Commitment to empericism and the desire to know must be dominant features of the context. Research must be viewed as an integral part of program operation, and

as such viewed as a continuous, necessary and desirable part of the program.

2. *Persons responsible for the management and operation of the education program must view the program as subject to continuous change, and view as a major data source for its change a systematically designed program of research on its effectiveness*. When viewed in this way research can have both the immediate and applied value that is needed for it to be supported by those responsible for program operation.

3. *Data of a quality that will support trustworthy research must be collected as a normal part of program operation*. Accurate, reliable descriptions of program operations must be provided and accurate, reliable measures of learning outcomes must be recorded as a matter of course.

4. *Sophisticated data management, storage, retrieval and display capabilities must be available*. Data to be used for research, program operation and program adaptation purposes must be routinely stored on computers and routinely retrieved in formats that support program related decision making and research.

5. *There must be an advisory structure that insures that the research that is pursued within the context of a particular program is seen as having value to persons responsible for the program, as well as of value to the education profession at large*.

It is recognized that these five conditions represent an unusual array of features to find in any ongoing educational context today. It is also recognized that they are difficult conditions to bring about if they are not already in existence. It is the judgment of the writers, however, that unless such conditions do exist the kind of research that is being proposed will never be able to be mounted.

It follows that without the capacity to carry out such research the requirements of the external validity of educational experiments will in all likelihood not be able to be met.

The Elementary Teacher Education Program At Oregon College Of Education As A Research Context Of The Kind Proposed

The elementary teacher education (ETE) program at Oregon College of Education is an educational context that meets the conditions just outlined.[1] In addition it has several unique features as a research context. The first is the definition that has been adopted of teaching competency. In keeping with the definition proposed in the ComField model, and recently adopted by the Oregon Board of Education, teaching competency is defined as the ability to bring about the outcomes expected of a teacher holding a particular teaching position. The ability to bring about such outcomes must be demonstrated under real-life teaching conditions, i.e., in ongoing school contexts, and the demonstration must include bringing about desired learning outcomes in pupils. By insisting upon evidence of this kind three advantages accrue: a) an instructional program organized in terms of the outcomes expected of teaching rather than the knowledges and skills assumed to be needed in teaching; b) evidence of teaching competency prior to certification that is isomorphic with the functions teachers are to perform after certification; and c) the availability of a data base that permits systematic research on the relationship between teaching and learning--in both the context of the college and the context of the schools.

---

[1] In the parlance of the day the program can be characterized as a "competency based", "field oriented", "consortium centered", "systematically designed", "data dependent" and "personalized" teacher education program. It is designed according to the principles put forth in the ComField model for teacher education, one of the nine elementary teacher education models developed under the auspices of the U. S. Office of Education (Schalock & Hale, 1968; Schalock, Kersh & Horyna, 1970). It was tested on an experimental basis in 1972-73, and adopted for full program operation in 1973-74.

Other features of the program that make it a unique context in which to carry out educational research include the implementation of procedures for assuring the quality of competency demonstration measures; the adoption of publically stated performance standards for competency demonstration; the adoption of jury procedures for the assessment of performance in relation to standards; the establishment of a computerized data management system for the storage, retrieval and display of competency measures; the systematic collection of trait and background data on all students in the program; and the utilization of a nationally known nuclear physicist as a continuing consultant to the program in matters of measurement, data management and research design.

Finally, it is a program that is designed to support experimental research for it is organized in such a way that blocks of fifty students can be systematically treated as experimental or control groups as they move through the program. This arrangement is managed by three conditions. First, each block of fifty students is viewed as an "instructional unit" within the program. Second, all faculty in the Elementary Division have accepted common definitions, measures and performance standards for teaching competency. Third, all faculty have agreed to systematically explore alternative instructional programs and procedures in helping students achieve competence as a teacher, but to carefully document the programs and procedures used. Approximately three hundred students are enrolled in the elementary teacher education program at the college each year so there is access to at least six instructional units for treatment as experimental or control groups each year.

A description of the program and the assessment procedures used within it appears as Attachment A. A description of the data management system used within the program, and the data sets available through it, appears as Attachment B.

One additional observation needs to be made about OCE as a context for educational research. For the most part the research that will be carried out at OCE, at least for the first few years of program operation, will center on teacher education. At face value this appears to be a relatively limited focus. Because of the definition of teaching competency adopted at OCE, however, it is not a limited focus for measures of teaching competency always deal with outcomes expected of teaching. This feature of the OCE context assures that the research that emerges from it will have as much interest and value to teachers and administrators of schools as it will to teachers and administrators of teacher education programs.

A Strategy Of Implementation

The strategy to be followed in implementing within the OCE context the kind of research program that is being proposed can best be described as one of gradualism, first things first, and movement from a base of pilot or completed research and tested methodology to research that is increasingly comprehensive and demanding of new methodology. The strategy of gradualism is based on the heard reality that an ongoing educational context can accommodate at any one time only so much research activity. This is the case even though it is a context that has been designed expressly to support research. For this reason a limited number of research activities will be undertaken in the OCE context at any particular point in time, and only as it becomes clear that the context can accommodate a larger number of activities will a more extensive program of research be undertaken.

The strategy of first things first is closely linked to the strategy of gradualism, but it has other linkages as well. Because of the limited number of research activities to be carried out at any one time steps must be taken to insure that what is done has optimal utility, both to those responsible for the management and operation of the OCE teacher education program and to the field of education at large. The assurance of utility to those in the immediate context, however, is seen as being or primary importance for unless the research has visible pay-off to those responsible for program management and operation it is not likely to remain as a welcome component of the program.

The strategy of moving from a base of pilot or completed research and tested methodology to new research and new methodology has a two-pronged rationale. First, it is a means of insuring that the research that is done has continuity and a level of quality that lets it be both trusted and useful. Second, it is seen as a reasonable and responsible way of extending the level of sophistication that is needed in both design and methodology if educational research is ever to have the pay-off to educational practice that is desired. The balance to be struck is one of pursuing research that takes advantage of the best designs and methodologies that are available at a particular point in time, but at the same time presses toward the development of those that are more inclusive and powerful. Such a strategy is based on the assumption that we do not now have either the design or the methodology needed to carry out satisfactorily the kind of research that is being proposed but that we are capable of developing them once we have some reasonably clear idea as to what they should be.

Proposed Program Of Research: 1974-75

Four lines of research are to be pursued during the coming year: 1) studies aimed at insuring the quality of the competency measures collected as part of the ongoing program of operation; 2) studies aimed at refining and extending the methodology of competency measurement; 3) studies that search for predictors of teaching competency; and 4) studies on the effectiveness of the OCE teacher education program in developing teachers who are competent. Individually and collectively these various research efforts reflect the implementation strategy outlined above. Research presently is being undertaken in all four areas; all studies proposed for the coming year represent an extension of the research that is now being carried out; all studies proposed are deemed of critical importance to the operation of the program, as well as of general interest to the education profession at large; and it is the consensus of opinion on the part of the staff of the program that the collection of studies can be tolerated by the program.

Each line of research is discussed separately in the paragraphs that follow. Cost/benefit considerations relative to the research that is being proposed appear on pages 19 to 24. Projected costs appear on pages 19 to .

Quality Assurance Studies

Central to both the operation of the teacher education program and the research that is being proposed are the measures of teaching competency. These measures are relied upon in program placement decisions, in program adaptation decisions, and in certification decisions. They also serve as the dependent or criterion measures in the majority of studies undertaken within the OCE context. For all these reasons great care has been and will continue to be taken to insure that the competency measures obtained are of highest quality. The purpose of the quality assurance studies is to insure that this is the case.

From the time that the ETE program was first initiated quality assurance studies have been a regular part of program operation. By and large these studies have focused upon the conscientiousness with which raters of competency have used the forms and procedures provided for competency ratings, the reliability and sensitivity of the ratings made, the indicators relied upon in arriving at particular ratings, etc. Because these are continuing concerns, essentially the same kinds of studies need to be carried out from term to term and from year to year. Because of the significance of such studies, and because of the rigor and impartiality they must reflect, they have been made the responsibility of a physicist who is on the faculty of a neighboring university and has no formal connection with the program other than as its continuing consultant.

The quality assurance studies proposed for 1974-75 are outlined in Table 1. A summary of the research that has been and is being done in this area, and abstracts of the studies proposed for the coming year, appear as Attachment C.

Methodological Studies

As used in the present proposal quality assurance studies are concerned with the extent to which established procedures are applied conscientiously and correctly. By contrast methodological studies are

Table 1. Quality Assurance Studies to be carried out in 1973-74, and the products expected to emerge from them (Note to OCE staff: the studies listed are first approximations only, firm decisions about the research to be undertaken next year are yet to be made)

Project Focus	Expected Products
Use of competency rating forms Sensitivity of teaching competency measures Agreement between raters on measures of teaching competency at a particular point in time Agreement between raters on measures of competency over time Indicator use in arriving at competency ratings	A publishable document that reports these various studies and the data that results from them; monthly printouts of the data coming from the studies, by rater, for use in monitoring and assuring quality of competency measures taken: refined, trustworthy measures of competency for use in instruction, research, certification and program adaptation

designed to refine or extend existing procedures, or develop new procedures. The inclusion of such studies as an ongoing aspect of the proposed research program is a relfection of the belief that strong methodology is the key to the success of any research effort, that the field of education is notoriously short of such methodology, that methodology is often specific to the nature of the research being pursued, and that the methodology demanded by a particular research effort can be developed once the nature of the methodology that is needed is known.

Three kinds of methodological studies have been and continue to be undertaken within the OCE context.

1. Studies that focus upon the procedures and forms to be used in obtaining ratings of teaching competency. Two different sets of forms and procedures were tested during the first year of program operation. A third set, which appears to be holding up well, is presently being tested.

2. Studies that focus on the development of procedures for analyzing and displaying the data obtained through quality assurance studies.

3. Studies that focus upon the manner in which competencies demonstrated by prospective teachers can best be displayed for purposes of certification and interviews with prospective employers.

All have been pursued since the initiation of the ETE Program and all have been and will continue to be under the supervision of the physicist that serves as a continuing consultant to the program.

The methodological studies proposed for the coming year are summarized in Table 2. A summary of the research that has been and is being done in this area, and abstracts of the studies proposed for the coming year, appear as Attachment D.

Table 2. Methodological Studies to be carried out in 1973-74, and the products expected to emerge from them (Note to OCE staff: the studies listed are first approximations only; firm decisions about the research to be undertaken next year are yet to be made)

Project Focus	Expected Products
The measurement of teaching competency	
The analysis and display of quality assurance data	
The display of demonstrated teaching competencies	

Predictive Studies

One of the two lines of substantive research initiated within the OCE context entails a search for predictors of teaching competency, as competency is measured within the context of the program specifically and the state of Oregon generally. Two classes of predictors are currently under investigation: student characteristics/background experiences, and measures of teaching competency obtained in demonstration contexts that are less demanding than those in which predicted competency is to be demonstrated. Both sets of studies are concerned ultimately with program design and efficiency, though at the moment the first set is focused more narrowly upon identifying the kinds of students who can demonstrate the kinds of teaching competencies required to enter the teaching profession and the second is focused upon the power of early competency measures in predicting of subsequent measures.

Thus far studies on both sets of predictors has been limited. The study of the relationships between student characteristics/background experiences and teaching competency has been limited to single correlational analyses. The study of one level of competency demonstration as a predictor of another has been limited to pre-certification demonstrations because that is as far as our measures of competency have extended. Measures of competence in practicum teaching situations are scheduled to become available this year, however, and mid-way through the coming year measures of competence in protected first year teaching are scheduled to become available. As these measures are used this particular set of predictive studies will be extended accordingly. The work presently being done in both of these areas, including the predictor and competency measures used, is summarized in Attachment E.

The predictive studies to be undertaken during the coming year are basically extensions of what is now being done. More complex measures of teaching competency will be employed in the research, since these will be available by that time, but more complex predictive studies that deal, for example, with trait/treatment interactions and their relationship to demonstrated teaching competency will be withheld until 1974-75. The predictive studies to be undertaken during the coming year are listed in Table 3. Abstracts of these studies appear as part of Attachment E.

Table 3. Predictive Studies to be carried out in 1973-74, and the products expected to emerge from them (Note to OCE staff: the studies listed are first approximations only; firm decisions about the research to be undertaken next year are yet to be made)

Project Focus	Expected Products
Student characteristics and background experiences as predictors of teaching competency Teaching competency measures obtained in one demonstration context as predictors of competency measures obtained in more demanding demonstration contexts	

Program Effectiveness Studies

Program effectiveness studies parallel the predictive studies in that they are also concerned with the issues of efficiency, impact, and effectiveness of program design and operation. Designers of teacher education programs, as well as the designers of elementary and secondary programs, must be concerned with these matters for they are at the heart of public trust and accountability.

In spite of the overwhelming importance of such studies the field of education is notorious for their absence. Exceedingly few educational programs of any kind have been thoroughly tested for their costs and benefits, and fewer still have been systematically tested against alternative programs for their relative cost/benefit positions. The implementation of such studies within the OCE context is the long term aim of this line of research.

The program effectiveness research that is currently underway is designed to test the relative effectiveness of the newly designed elementary teacher education program in contrast to the program that was in effect until the current year. The design of the present research calls for the comparison of the competency of teachers under the conditions of practicum teaching (2-5 weeks full responsibility teaching) who have gone through the old clinical phase of the preparation program with students who have been exposed to the newly designed clinical program.[2] This study is viewed as being critically important to OCE for it is the only opportunity available to the college to test comparatively the costs and benefits of the new program as opposed to the old. If the study is not carried out this year students who went though the old program will have completed their practicum (student) teaching and left the institution. The study is also seen as being of interest to teacher education around the nation, however, since the new clinical program is representative of the competency based teacher education programs that seem to be emerging across the nation.

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[2] Both the old and new clinical phases of the preparatory program involve(d) two terms of work that combines the course work in professional education, and teaching methods in related subject matter areas, and provides opportunity to observe and practice teach in ongoing field settings under supervision. The distinguishing feature of the new program is its explicitness with respect to the teaching competencies to be demonstrated when practice teaching and the care with which those competencies are measured.

For a number of reasons the effectiveness study that is currently underway is seen only as the first stage in a series of comparative and follow up studies. One reason for this view is the limited nature of the study. As presently designed it focuses only on the performance of the two sets of prospective teachers under the conditions of practicum or student teaching. We need to track their performance across the first, second and third years of teaching, for it may will be that the new clinical program provides an initial advantage to teachers but after three or more years that advantage is lost. If this is the case it represents a significant piece of information that needs to enter the costs/benefits equation when considering the continuation of the new program.

Another reason for viewing the present research as only a first step in this line of research is the fact that ~~the present research~~ it is limited to OCE students. Ultimately students from other institutions who have gone through totally different preparatory programs must be compared to OCE students in their competence as teachers, for it is only when studies of this kind are carried out that other teacher education institutions can make enlightened choices as to what kind of teacher education program to adopt. Studies of this kind are also needed for enlightened policy decisions at the state or national level with respect to the kind of teacher programs to be encouraged.

A third reason for viewing the effectiveness research that is presently underway as only a begining point is the fact that it treats the clinical phase of the program as a whole as the experimental variable. At one level of analysis this is an appropriate strategy. At another, however, it is much too gross a strategy, for it yields no information about what inside the clinical phase of the program works and what doesn't work. As such, it yields little information that is useful to those responsible for the day to day operation of the program. Studies that focus on the effectiveness of pieces and parts of the clinical program are also needed.

The program effectiveness research proposed for the coming year is summarized in Table 4. To a large extent it represents a continuation of the present research that is being done for it proposes the follow up of the two groups of students studied this year into their first full year of teaching. A first round of studies are also proposed for an analysis of the effectiveness of alternative approaches to program design/operation. Studies designed to compare the relative effectiveness of OCE students and students from other colleges are postponed until 1975-76. A summary of the research on program effectiveness that is being pursued presently, and abstracts of the research proposed for the coming year, will be found in Attachment F.

Table 4. Program Effectiveness Studies to be carried out in 1973-74, and the products expected to emerge from them (Note to OCE staff: the studies listed are first approximations only; firm decisions about the research to be undertaken next year are yet to be made)

Project Focus	Expected Products
The effectiveness of first year teachers prepared at OCE under a competency and a non-competency based program	
The effect on teaching competency of a curriculum unit on "Understanding Self as Teacher"	
The effect of alternative approaches to supervision/instruction in the laboratory setting on the demonstration of teaching competency	

A Projected Program Of Research: 1975-77

Given the general implementation strategy that governs the introduction of research activities into the OCE context (see pp to) it is not possible to predict with absolute accuracy the specific projects that will be implemented in 1975-76 or 1976-77. Reasonably firm projections can be made, however, and these appear in Tables 5 and 6. Table 5 contains a summary of the studies proposed for the coming year that will be extended into the 1975-77 period. Table 6 provides a summary of the research to be initiated for the first time during the 1975-77 period. An overview of the studies proposed in Table 5 appear as Attachment G. An overview of the studies that are listed in Table 6 appear as Attachment H. Cost estimates for the projected studies appear on pages 29 to .

Cost/Benefits Considerations

Four cost/benefit considerations accompany the research that is proposed. First, the costs for carrying out research within the context of the elementary teacher education program at OCE are low, and the benefits should be high. The low cost stems from the fact that the ETE Program is organized and operates as a research context, and the data needed for the conduct of the kind of research that is being proposed is collected as a matter of course. This permits a large proportion of the costs ordinarily associated with educational research to be absorbed as part of the regular cost of program operation, and thus reduces research costs immensely. The benefits are potentially high because of the continuity that can be provided the research, the centrality

Table 5. Studies projected for 1975-77 that are extensions of studies to be carried out during the coming year, and the products expected to emerge from them

Project Focus	Expected Products	Period of Operation		
		1975-76	1976-77	Continuing
Quality Assurance Studies				
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Methodological Studies				
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Predictive Studies				
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Program Effectiveness Studies				
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Table 6. Studies projected for 1975-77 that represent a new kind of research in the OCE context, and the products expected to emerge from them

Project Focus	Expected Products	Period of Operation		
		1975-76	1976-77	Continuing
Predictive Studies				
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.				
.				
Program Effectiveness Studies				
.				
.				
.				
Basic Research Studies				
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.				

of its focus, and the reality of the context within which it takes place. When both of these factors are entered into a cost/benefits calculation the research program that is being proposed must be viewed as an outstanding bargain for a sponsoring agency.

The second consideration of costs and benefits that accompanies the research proposed involves the analysis of the results obtained from each study undertaken in terms of cost/benefit implications for program operation. Operationally this means that each study undertaken in the OCE context will be accompanied by an analysis of the costs that would accrue to the program if the condition studied were to be adopted as a part of program operation, an analysis of the benefits or potential benefits that would derive from its adoption, and a cost/benefits statement that attempts to put the results of these two analyses into perspective. A basic tenet of the ETE Program at OCE is that studies dealing with the effectiveness of alternative treatment or program conditions must be designed with a view to the costs and benefits that would accrue to the program if the condition being studied were adopted.

It should not be implied by this statement that OCE has a well developed technology for costs/benefits analyses. Data on the costs associated with the ETE Program are collected systematically, and there is commitment to placing these data into a costs/benefits framework, but as yet little has been accomplished on the benefits side of the equation. Some begining work on the benefits side has been made in relation to programs in elementary schools, however, and the translation of the methodology developed at that level to the college setting is seen as a relatively straightforward task. An extensive review of the approaches currently being taken around the nation to costs/benefits analyses has also been completed (Gage, 1973).

It is anticipated in time that cost/benefits statements should also be able to be calculated for alternative education programs as a whole. When this can be achieved some of the recommendations made recently by Haggerty (1973) in relation to lowering the cost of education while increasing its effectiveness can begin to be realized.

The third consideration of costs and benefits that accompanies the research proposed centers on the matter of costs and benefits to the funding agency and to American education at large. It has been argued above that because of the low cost and high yield per project the research to be carried out at OCE is a bargain. Another factor that contributes to the bargain-like nature of what is being proposed is that what is to be implemented and tested at OCE is more than a series of interdependent research projects. As pointed out in the abstract of the proposal what is being tested is no less than an alternative model to the conduct of educational research. If such a model can be tested at little or no cost beyond what is being spent for the research that is being conducted, that must be one of the most outstanding bargains that a sponsoring agency and the field of education generally has ever encountered.

The final consideration of costs and benefits that needs to accompany the proposal has to do with the diffusion of both the results of the work done at OCE and the model of educational research being tested. Clifford (1972) has made the case that the diffusion of research results in education apparently take^{s} place through a process akin to "cultural diffusion", and that direct efforts at the dissemination of research results has little if any immediate impact on educational practice. This should not be taken to mean that publication of research results in professional journals or the listing of research reports in the ERIC system should be foregone. It should be taken to mean, however, that additional means should be found to support the diffusion process and that these should approximate the means by which cultural diffusion occurs.

OCE is a participant in three "diffusion networks" that are designed expressly for this purpose. One is a statewide network of teacher education institutions that are attempting to implement competency based teacher education programs. Another is a region-wide network of institutions and agencies drawn together for the same purpose. A third is the nation-wide network of model elementary teacher education programs that was founded under the auspices of the U. S. Office of Education in 1968 and that continues to be supported by OE for conceptual, advisory and developmental purposes. OCE enjoys a leadership role in all three networks and it can be assured that whatever research and development occurs at OCE will be tracked closely by member institutions. There can be no assurance of adoption or utilization, of course, but the potential for diffusion is surely another feature of the proposal that contributes to its bargain-like nature.

Program Management And Staffing Considerations

Managing a single research project is a complex task. Managing what amounts to a research center with multiple projects is a task of major proportions. Because of the complexity and scope of the management requirements of the proposed program, and because of the perception of the approach to research that is being proposed as a prototypic, considerable care needs to be given to the management structures and procedures to be employed in the operation of the center.

For purposes of day to day management it is proposed that project directors and "area" supervisors be designated. The responsibilities of a project director are those typically assumed by federally sponsored project directors. The responsibilities of the area supervisors include the articulation of the various projects carried out within a particular area, assuring the adherence of projects to timelines, and the provision of immediate assistance to project directors in the execution and reporting of projects. "Research areas" correspond to the major lines of research described on pages to .

In addition to project directors and area supervisors an overall research coordinator will be designated for the program. The responsibilities of the coordinator will include the articulation of research proceding within the various research areas, as well as overall responsibility for quality control, adherence to timelines, and the assurance of proper reporting. The coordinator of research is seen as a full time research position; the positions of project director and area coordinator are seen as part time in conjunction with operational program responsibilities.

The research coordinator will be directly responsible to a research council. The council is made up of senior research staff at the college and within the Teaching Research Division of the Oregon State System of Higher Education, and is responsible for establishing and maintaining the policies that govern the operation of the OCE research center. Ultimately, the council is responsible for the quality and productivity of the center, and defines its role as such. The council is to be limited to no more than five persons.

Besides the resources of the college, the Teaching Research Division, and other institutions and agencies within the state, it is proposed that the center have available to it two additional resources. The first of these are local and national advisory committees. It is planned that these two committee structures will help establish policy for the center, will aid in the selection of projects to be carried out within the center, and the like. The second resource that needs to be available to the center is a pool of consultants to assist in the solution of the technical problems associated with the conduct of the research of the center. Persons of the stature of a Donald Campbell, a Lee Shulman, a Robert Gagne, a Gene Glass, or a Henry Levin will be approached for willingness to serve on the national advisory committee. (The national advisory committee will be limited to five persons, and will be constituted to represent the various disciplines whose constructs and methodologies are to be called upon in conducting the research of the center.) The local advisory committee will consist of staff and administrators from cooperating school districts, staff and administrators from the college, and students in the program.

The management structure anticipated for the OCE research center is outlined schematically in Figure 1. The processes governing the structure are outlined in Appendix I.

Personnel

In keeping with the belief that educational research can be carried out best within the context of ongoing educational programs, and the attending belief that research within such a context can be carried out

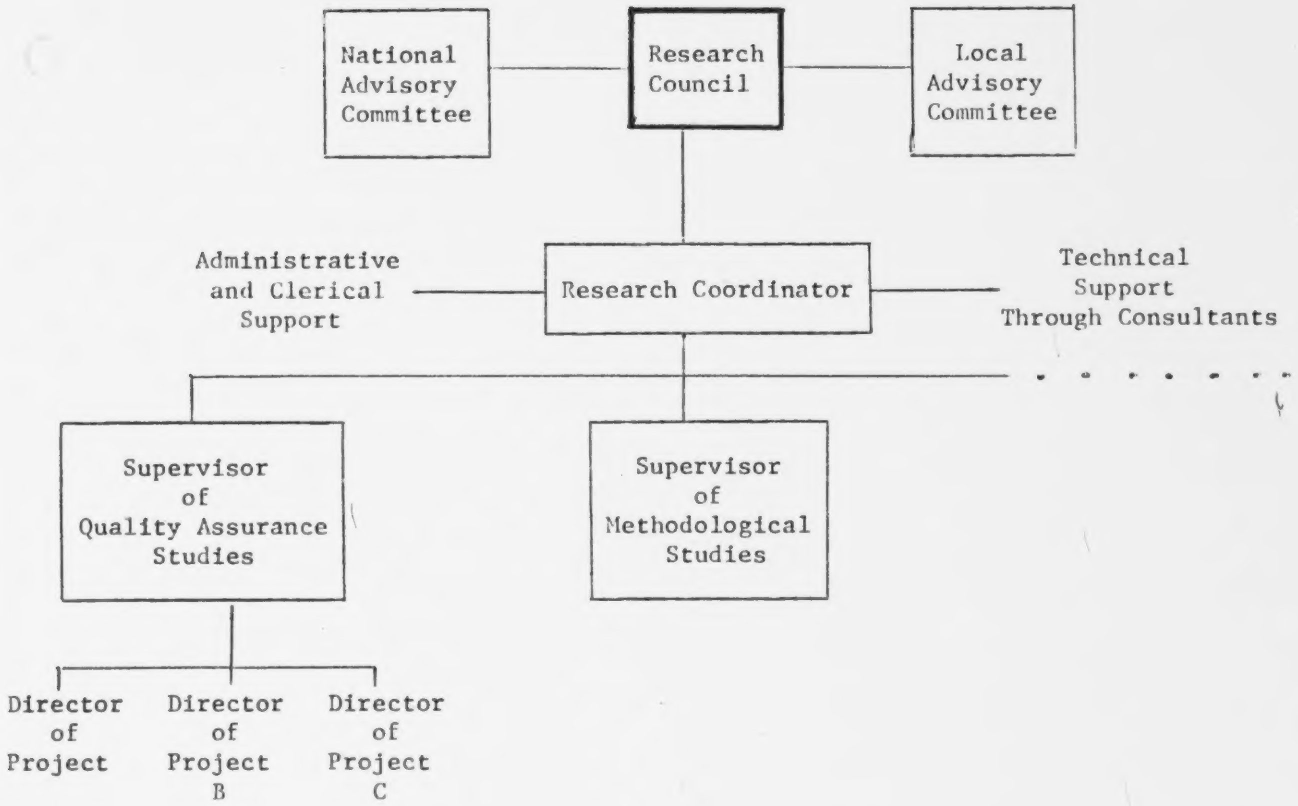
National Advisory Committee
Research Council
Local Advisory Committee
Administrative and Clerical Support
Research Coordinator
Technical Support Through Consultants
Supervisor of Quality Assurance Studies
Supervisor of Methodological Studies
Director of Project
Director of Project B
Director of Project C

Figure 1. The structure proposed for the management of the OCE research center

best by persons responsible for the operation of those programs, all persons who are to hold research positions in the proposed center of project director and above will carry responsibility for both research and program operations.

With the exception of the research coordinator professional personnel in the center will occupy one of four general positions: project associate, project director, area supervisor, member of the research council. Project directors are identified in the project abstracts that appear in Attachments C through F. Responsibility for area supervision is to be carried out by (NOTE: the names that follow are illustrative only)

Drs. Fontana (quality assurance and methodological studies), Schalock (predictive studies) and Garrison (program effectiveness studies). Dr. Gerald Girod, presently coordinator of research for the elementary division at the college, is to serve as research coordinator. Dr. Bert Kersh, Dean of Faculty at Oregon College of Education; Dr. Jesse Garrison, Director of the Division of Elementary Education at the college; Dr. Del Schalock, Director of Teacher Education Program within the Teaching Research Division of the Oregon State System of Higher Education; and Dr. Peter Fontana, continuing consultant to the project from the physical science are to serve as four of the five members of the research council.

In reading the project abstracts in Attachments C through F, and matching them against the listings above, it will be seen that persons holding management responsibility within the proposed center also hold project responsibilities. This is both a matter of design and a matter of personal interests and commitments. It reflects the fact that all faculty to be involved in the center wish to do research, and the recognition that a program as complex as the one being proposed must be carefully coordinated and managed. It also reflects the belief that persons holding management responsibility for a program of research should be experienced and active researchers, and that experienced research staff should be serving both as models for and providers of assistance to less experienced staff.

It is anticipated that the kind of staff arrangement described will optimize the use of the human resources available to a center of the kind being proposed, that it will assure the quality of the research produced by the center, and that it will insure the continuous induction of new staff to the kind of research context that is being called for.

Funding Strategy And Budget Estimates

The proposal actually calls for the funding of a research center rather than a single project or related set of projects. This approach to funding is based upon the belief that an ongoing educational program that is designed expressly to support educational research is an ideal context within which to carry out educational research, and one that permits research to be carried out at a level of cost that is impossible to achieve when research contexts have to be "created" to support particular projects. Settings of this kind are rare in american education and full advantage should be taken of them whenever possible.

The specific funding strategy within the context of the center is one of planning for long term support but having yearly appropriations contingent upon production. It is also a strategy that calls for long term projections as to kinds of research activity but refinements of these projections on a yearly basis as a result of the previous year's activity and the shifting in research priorities.

Operationally this has been translated into a budget request to cover a three year period of time. Firm dollar estimates are attached to the projects proposed for only the first year of the three year period. Projected costs for projected projects are provided for Year II and III; but with the full expectation that these projections will have to be negotiated up or down at the time specific projects are negotiated for Years II and III.

The funding strategy anticipates that if production is satisfactory at the end of the first three year period continuing support will be forthcoming.

Budget estimates by project for 1974-75 appear in Table 7. Overall costs for the center's operation for Year I are summarized in Table 8. Projected costs for 1975-77 are summarized in Table 9. Budget summaries are attached to the abstracts of each of the projects that are to be carried out during the first year of the center's operation (see Attachments C through F). Detailed budget information is contained in Attachment J.

APPENDIX L: A GUIDE TO COMPETENCY DEMONSTRATION AND ASSESSMENT: LESSON TEACHING

The material enclosed is intended to provide the student, the college supervisor, and the classroom supervisor with all the information necessary to engage in Formal Lesson Teaching, Level 2.

A GUIDE
TO COMPETENCY DEMONSTRATION
AND
ASSESSMENT

FORMAL LESSON TEACHING

Elementary Teacher Education Program
Oregon College of Education
Monmouth, Oregon
October, 1973

Field Test Format
#1
(DRAFT COPY)

PART I

THE CONTENT, ORGANIZATION AND USE OF THE GUIDE

It is intended that this document contain all the information that is needed for students, school supervisors and college supervisors associated with the OCE elementary teacher education program to engage in formal lesson teaching. It explains what formal lesson teaching is; it explains the role of formal lesson teaching in the overall ETE program; it describes the competencies to be demonstrated within the context of formal lesson teaching, and the performance standards that have been set for competency demonstration; and it describes step-by-step how students, school supervisors and college supervisors are to proceed in carrying out formal lesson teaching and its assessment.

The GUIDE is organized into sections that are clearly labeled as to their content. In addition to a table of contents, side-tabs are provided to insure easy access to all sections. Section II and III of the GUIDE contain information that is largely background, so users may start with section IV if they wish.

PART II

THE OCE VIEW OF TEACHING COMPETENCE

The definition of teaching competence that OCE has adopted is a common sense definition. Competence as a teacher means the ability to do the job of a teacher. It means the ability to bring about desired learning outcomes in pupils; it means the ability to assess learning outcomes of pupils; it means the ability to design or develop or adapt curricula to meet the needs of particular pupils in particular learning situations to bring about particular learning outcomes. It also means being able to interpret the program of the school to parents, being able to work effectively with peers, and being able to do all the other things that a teacher must do to be successful.

As viewed at OCE competence is not knowing what needs to be done as a teacher. Nor is it knowing how to do what needs to be done, nor even being able to do things that relate to getting a job done. It is instead getting a job done, and getting it done well as measured by the outcomes of having done it. As used at OCE the demonstration of teaching competence involves the demonstration of outcomes achieved. It is an output or product oriented definition of competency, rather than a knowledge or skill oriented definition.

This definition of teaching competency is in keeping with the definition provided in the Process Standards For Educational Personnel Development Programs adopted by the Oregon Teacher Standards and Practices Commission in July, 1973. It is also in keeping with the distinction made in the new Standards between a teaching competency and a teacher who is competent. A teaching competency is defined as the ability to perform successfully a particular function of teaching, for example, helping children understand the learning outcomes expected from a particular learning activity or assessing the learning outcomes from a particular learning activity. A competent teacher is defined as a person who is able to perform satisfactorily the various functions expected of a teacher who is working in a particular teaching context.

PART III

THE OCE APPROACH TO DEMONSTRATING AND ASSESSING TEACHING COMPETENCE

Defining teaching competence as the ability to bring about the outcomes expected of successful job performance carries with it many complications with respect to competency demonstration and assessment. One of the most serious of these is the requirement of clarity as to what outcomes a teacher in a particular school setting is to achieve, and what will be accepted as evidence of the achievement of those outcomes. Another is the requirement that competency demonstration take place in real school settings, with real children in real educational programs. Still another is finding ways to state performance standards that accommodate the wide variety of differences in teachers and pupils and settings that are encountered when competency is to be demonstrated in real school settings. Finally, there is the complexity that is introduced to all of the above when working with students who are just beginning their formal training as teachers. Not only must ways be found to get them into schools where they may demonstrate their competence as a teacher, but ways must also be found to introduce them gradually to the demands of teaching and give them experience in handling those demands that lead ultimately to their being able to perform as fully responsible teachers.

Four procedures have been adopted to deal with these complexities. First, students are placed for a minimum of one day a week in a school for two terms prior to student teaching where they can develop and demonstrate competence as a teacher under simplified teaching conditions. Second, while in the schools students are expected to progress through a series of teaching competency demonstration contexts that are graduated in complexity or life-likeness, with the end result of this progression being students who have demonstrated before they enter student teaching that they can in fact function as fully responsible teachers for short time periods.

The third procedure that has been introduced into the OCE teacher preparation program as a means of overcoming the complexities that attend a job performance definition of teaching competency is to draw a sharp distinction between categories of competencies to be demonstrated by all students and what those categories of competency look like when applied to a particular teacher in a particular teaching situation. It is a procedure that is designed to accommodate the requirement that persons responsible for a teacher education program specify the kinds of competencies to be demonstrated by persons graduating from it but do so with the full recognition that teaching competence is always demonstrated in a particular educational context by a particular teacher working with particular kinds of students toward particular learning outcomes. Put into other terms, it is a way of recognizing the fact that bringing about desired learning outcomes in pupils means different things for a teacher in a first grade inner-city school who is working in the area of mathematics than it does for a teacher in the same school and at the same grade level who is working in the area of reading. The sepcific vehicle by which general competency definitions are adopted to fit situation-specific competency demonstrations is student-supervisor negotiation.

The fourth procedure that has been introduced to accommodate a job performance definition of teaching competency is to define performance standards for competency demonstration in a way that accommodates the consequences of adopting the various procedures that have been outlined above. This has involved setting performance standards for particular competency demonstration contexts rather than for each individual competency to be demonstrated within a particular context allows for the variability that is always to be found in situation-specific teaching contexts while at the same time provides a means of judging overall competency as a teacher within a particular demonstration context.

The remaining sections in the Guide provide the details of how these various procedures are employed in demonstrating and assessing teaching competency within the context of FORMAL LESSON TEACHING.

PART VI

FORMAL LESSON TEACHING AS A CONTEXT FOR COMPETENCY DEMONSTRATION

The first formal assessment of teaching competence in the OCE elementary teacher education program involves the teaching of three 20 to 50 minute lessons. This generally takes place six to eight weeks after a student first enters a classroom, and after a good deal of experience has been gained in informal or "bit" teaching.

In the ETE Program at OCE formal lesson teaching differs from informal teaching in three important ways. First, it requires that a lesson plan be approved by both a college and school supervisor (the approval of a content specialist may also be sought). Second, it requires that the performance of the student in presenting the lesson be carefully evaluated. Third, it requires that the learning outcomes of pupils taught in the lesson be assessed and learning gains displayed. The conditions that governs formal lesson teaching are described in the next section of the Guide.

A minimum of three lessons must be taught formally in the ETE Program, and a student's performance on them must meet certain standards for the requirements of the probram to be met. The decision to use three lessons instead of one or five or more represnets a compromise between the feasible and the ideal. In one respect it would be ideal to have students teach five or even ten lessons for it would provide a much better data base for judging competence. For example, it would permit observation of teaching in a wide range of subject areas or toward a number of different kinds of learning outcomes within several areas. In another respect, however, the time that is available to students and supervisors to carry out formal lesson presentation and assessment is limited. As a consequence, the decisions to use three formal lessons as a minimum basis for initial competency demonstration seems to represent a viable compromise in that it provides for some variability to be observed in planning and teaching, but at the same time keeps the time and resource requirements for such teaching within reasonable limits.

It needs to be pointed out that this is recognized as a compromise. It also needs to be pointed out, however, that any assessment of teaching competency will always have to be based upon a sample of teaching performance, and thus most always represent some kind of a compromise. The place of formal lesson teaching in the overall ETE Program at Oregon College of Education is shown schematically in Figure 1.

Contexts For Competency Demonstration Prior To Certification

- Formal Lesson Teaching
- Short Term (2-5 days) Full Responsibility Teaching

Contexts For Competency Demonstration For Purpsoes Of Certification

- For INITIAL Certification: Practicum Teaching (2-5 weeks of full responsibility teaching)
- For BASIC Certification: Intern Teaching (2-5 months of full responsibility teaching) or Protected First Year Teaching
- For STANDARD Certification: Two to five years of on-the-job full time teaching

Figure 1. Contexts for competency demonstration in the elementary teacher education program at OCE

PART VII

THE CONDITIONS OF FORMAL LESSON TEACHING

The basic condition of formal lesson teaching is an arrangement with a school wherein a student may teach a series of three carefully prepared and assessed lessons of not less than twenty minutes nor more than fifty minutes in length. The specific conditions that are to attend such an arrangement are described below. The successful completion of formal lesson teaching is a prerequisite to practice in full responsibility teaching.

Entry Requirements

In order to engage in formal lesson teaching a student must have completed successfully a number of informal teaching experiences with the children that are to be taught formally. Success in informal teaching is left to the individual classroom and college supervisors to define. Readiness to engage in formal lesson teaching is indicated through formal approval (signature) of both the college and school supervisors to do so.

Additional requirements for formal lesson teaching include a student's familiarity with the pupils to be taught and familiarity with the policies governing teaching and teacher responsibilities in the school in which formal lesson teaching is to occur.

Teaching Requirements

When participating in formal lesson teaching a student is responsible for teaching only one twenty to fifty minute lesson in any one day. The lesson is expected to take place within the context of established subject areas within a school's curriculum, and to be consistent with and supportive of the instruction taking place within that subject area in the regular school program. (This is not to imply that the lesson needs to be the same lesson that the regular teacher would provide on the particular day the formal lesson is to be taught). The series of three formal lessons are ordinarily taught within a six week period of time, though they may be completed within one week.

Three additional requirements need to be met within the context of formal lesson teaching. One of the three lessons must deal with reading; one must be carried out with pupils who are exceptional in some clearly defined manner; and one must contain elements that deal with the matter of career awareness. It is possible that a single lesson can take care of all three of these requirements, though it is likely that they will be spread across the three lessons that are to be taught.

Planning Requirements

Before teaching a formal lesson each student must prepare a detailed plan for the lesson. Moreover, the plan must be approved by both the college and school supervisor before the lesson can be taught. Directions for preparing formal lesson plans, as well as illustration of such plans, appear in PART XI of the Guide.

Competency Demonstration

Four areas or "clusters" of competencies are to be demonstrated within the context of formal lesson teaching. These are competencies that deal with:

- Planning and preparing for instruction;
- Performing instructional functions;
- Performing assessment functions;
- Displaying pupil achievement.

The specific competencies to be demonstrated within each of these areas are described in the next section of the Guide. The performance standards that pertain to competency demonstration within the context of formal lesson teaching are found in Part IX of the Guide.

Negotiation, Supervision and Assessment

The specific lesson to be presented within the context of formal lesson teaching, the days and times at which those lessons are to be presented, the children who are to take part in the lesson, the learning outcomes expected from the lesson, and the instructional and assessment procedures to be used in relation to those outcomes are to be negotiated with the school supervisor. Once negotiated the plan for the lesson is prepared and the taken to both the college and school supervisor for review and approval.

All lesson presentations are to be supervised and assessed by the student's classroom supervisor. At least one of the series of three lessons is to be supervised and assessed by the student's college supervisor. A conference is to be scheduled after each lesson is taught, however, with both the school and college supervisors. In the conference with the school supervisor performance ratings on the competencies to be demonstrated will be reviewed, the basis for those ratings will be agreed upon. In the conference following the college supervisor's observation of a lesson the same procedure is to be followed. Conferences with the college supervisor must also be scheduled, however, for a review of the performance ratings assigned a student by a classroom supervisor. At this conference all performance ratings will be recorded and a copy of the lesson plan and competency assessment forms filed.

At no time is a college supervisor to alter a performance rating given by a school supervisor, or vice versa!

At the completion of the series of three formally presented lessons a conference is to be scheduled with the college supervisor to review overall performance in relation to the standards established for formal lesson teaching. The review is a relatively simple matter in that the collection of performance ratings received in the course of teaching the three lessons is evaluated against standards set for that collection of ratings. If the standards are met a student may proceed to engage in short term full responsibility teaching. If the standards are not met a student must engage in further lesson teaching teaching, and continue to do so until the performance standards for formal lesson teaching have been met or the decision is reached that additional esson teaching is not warranted.

PART VI

COMPETENCIES TO BE DEMONSTRATED IN FORMAL LESSON TEACHING

Four areas or "clusters" of teaching competencies are to be demonstrated within the context of formal lesson teaching. These are:

Cluster I: Planning and Preparing for Instruction;
Cluster II: Performing Instructional Functions;
Cluster III: Performing Assessment Functions; and
Cluster IV: Displaying Pupil Achievement.

The specific competencies to be demonstrated within each of these clusters, and the procedures used in their assessment, are spelled out in the pages that follow.

Before turning to the description of the specific competencies to be demonstrated within the context of formal lesson teaching, two general observations need to be made about them. First, neither the competency clusters nor the individual competencies identified within clusters are viewed as being a fixed or final set of competency descriptions, nor a set demonstrated to be better than any other set. It is a set simply of competencies that reflects the pooling of judgments by college and school supervisors as an appropriate first set to be demonstrated by prospective teachers in their first formal try at teaching. Research is underway that ultimately will ead to the refinement of the list, but until that research is in, the only defense for the list is one of professional judgment.

Second, the level of generality that characterizes both the definition of competency clusters and individual competencies within clusters is purely arbitrary. Through trial and error during the first year of the program a sorting took place that led to the identification of three different levels of competency descriptions. Each of these served as a basis for program development and assessment at a pilot level. From these pilot efforts a level of statement finally emerged that lent itself well to assessment, was meaningful to students and teachers as a description of a task or function that an elementary teacher has to perform, and yet was broad enough so that great numbers of such competencies did not have to be measured. For ease of reference these "competency descriptions" were then clustered into groupings that seemed to be logically related and even more easily understood. The descriptions that follow are the result of this sorting process.

Competency Cluster I: Planning And Preparing For Instruction

All teachers must plan and prepare for instruction. Experienced teachers tend to do less formal planning than inexperienced teachers, but all nevertheless plan. To insure that teachers graduating from OCE are able to carry out the planning needed in teaching, Planning and Preparing For Instruction has been identified as an area in which competency must be demonstrated.

Three competencies that have to do with planning and preparing for instruction are assessed in the context of formal lesson teaching. These are:

- Stating the objectives of instruction, and the indicators acceptable as evidence of the realization of those objectives;
- Planning instructional activities, materials and procedures to bring about the objectives desired;
- Planning for the assessment of learning outcomes.

Each lesson plan is assessed in terms of how well these three areas have been dealt with, and it is only when all three have been dealt with satisfactorily that a student proceed to present a lesson according to a plan.

The adequacy with which each of these three areas has been dealt with in a plan is assessed independently by a student's college supervisor and his school supervisor. Assessments are made in terms of a five (5) point scale, ranging in scale values from 1 (UNACCEPTABLE) to 5 (SUPERIOR). The rating scale used in assigning these values to competencies demonstrated appears as Figure 2. The items that define the parameters of each competency appear in Table 1.

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE	(4)	(5) SUPERIOR
The element of the plan is attended to at a level of detail, inventiveness, and care that suggests an insufficient mastery of the knowledge and skill needed to present the lesson		The element of the plan is attended to at a level of detail, inventiveness, and care that suggests an adequate mastery of the knowledge and skill needed to present the lesson		The element of the plan is attended to at a level of detail, inventiveness, and care that suggests an exceptional mastery of the knowledge and skill needed to present the lesson

Figure 2. The rating scale used in assigning values to competencies associated with Planning and Preparing For Instruction

The forms used in rating the three competencies that pertain to planning and preparing for instruction is attached as Appendix A.

In addition to judging the quality of the plan on the three dimensions listed above each plan is reviewed as to its fit with respect to student, lesson and context. Two points are reviewed in this regard:

- Does the lesson as planned appear to be feasible and appropriate to the school setting in which it is to be presented?
- Does the lesson as planned appear to be in keeping with the talents, interests and personal characteristics of the student who is to present it?

A simple yes-no indication is given on both of these items. When lack of fit seems to be evident it is pointed out to a student, and pursued as to why and what might be done about it. Only if extreme mismatching of student, lesson and context occurs is there suggestion that a lesson plan be redone.

The procedures that govern the use of the assessment forms are spelled out separately in Part IX of the Guide for students, in Part X of the Guide for school supervisors, and in Part XI of the Guide for college supervisors.

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Table 1. Items to be considered in arriving at judgments of competency in Planning and Preparing For Instruction

COMPETENCY I: 1. SPECIFYING OBJECTIVES AND INDICATORS OF ACHIEVEMENT

Are the learning outcomes expected from the lesson clearly stated? (Expected outcomes need not be stated in the form of "behavioral" objectives)
Are they worthwhile outcomes, given the characteristics of the pupils to be taught?
Are the indicators of outcome achievement identified?

COMPETENCY I: 2. PLANNING INSTRUCTIONAL ACTIVITIES, MATERIALS AND PROCEDURES TO BRING ABOUT DESIRED LEARNING OUTCOMES

Are the learning activities to be pursued in the lesson clearly identified?
Are they logically related to the learning outcomes desired from the lesson?
Are they appropriately sequenced?
Are the instructional materials and procedures to be used in the lesson clearly identified?
Are they appropriate to the learners to be taught and the outcomes to be achieved?

COMPETENCY I: 3. PLANNING FOR THE ASSESSMENT OF DESIRED LEARNING OUTCOMES

Does the lesson plan indicate knowledge of where pupils presently stand with respect to the learning outcomes expected from the lesson?
Does the plan provide for feedback to pupils about their performance during the time the lesson is being presented?
Does the plan describe the means by which learning outcomes expected from the lesson are to be measured?

Competency Cluster II: Performing Instructional Functions

While success in teaching may be related to planning, it depends most directly upon the quality of instruction that is provided. The competencies identified in Cluster II are those thought to be most centrally involved in the instructional process.

Four competencies have been identified as central to the instructional process. These include:

- Conveying the objectives of instruction;
- Adapting instruction to context;
- Managing the instructional process; and
- Managing unexpected events.

Obviously, as in the case of competencies involved in Planning and Preparing For Instruction these competency statements are extremely general in nature and must be taken to another level of detail before they can be assessed meaningfully.

When viewed at this level of generality competency statements in Cluster II seem to have a good deal in common with those in Cluster I. In defining these Cluster II competencies further, however, so that reliable measures might be obtained from them differences begin to appear. In the first place the items that define the parameters of each competency deal with behavior rather than a product of behavior, i.e., a lesson plan. Second, because behavior is so varied and so dependent upon context for its meaning, the specific behaviors or indicators used in arriving at a judgment as to competency must be specified. Third, the indicators relied upon in judging competency in relation to the performance of instructional functions are of two kinds: 1) the behavior of the student who is teaching; and 2) the behavior of the pupil being taught.

As a consequence of the distinctions just made two separate ratings of each competency that pertains to the performance of instructional functions are obtained. One set of measures relies upon student (teacher) behavior as a basis for judgment, and the other relies upon pupil behavior.

The items to be considered in arriving at judgments of competency in performing instructional functions when student (teacher) behavior is used as a basis for judgment, and sample indicators that might be relied upon in making such udgments, are listed in Table 2. The items and sample indicators to be relied upon when pupil behavior is used as a basis for judgment are listed in Table 3.

As in the case of judgments at to competencies in Planning and Preparing For Instruction judgments as to competencies in Performing Instructional Functions are provided on a 5 point rating scale. Obviously, since the two sets of measures depend upon very different sets of indicators, the scale values for the performance of instructional functions are described differently than they are for planning functions. They are also described differently when relying upon student (teacher) behavior for judgments of competency than when relying upon pupil behavior. The rating scale used in the former appears as Figure 3.

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE	(4)	(5) SUPERIOR
The behavior of the student in presenting the lesson reflects an insufficient level of thoroughness, inventiveness, and care in relation to the function		The behavior of the student in presenting the lesson reflects an adequate level of thoroughness, inventiveness, and care in relation to the function		The behavior of the student in presenting the lesson reflects an exceptional level of thoroughness, inventiveness, and care in relation to the function

Figure 3. The rating scale used in assigning values to competencies associated with PERFORMING INSTRUCTIONAL FUNCTIONS where student (teacher) behavior is used as a basis for ratings

Table 2. Items and sample indicators to be considered in arriving at judgments of COMPETENCY IN PERFORMING INSTRUCTIONAL FUNCTIONS when student (teacher) behavior is used as the basis for judgment

INSTRUCTIONAL FUNCTIONS	SAMPLE INDICATORS
COMPETENCY II: 1. CONVEYING THE OBJECTIVES OF INSTRUCTION	Positive to Negative Examples
Was there an attempt to convey the objectives of the lesson to pupils?	. Objectives of the lesson are described . Steps are taken to insure objectives are understood . Reference is made to objectives during the lesson . . Objectives are not stated . Objectives are stated once but not referred to again . Objectives are stated, but learning activities are not clearly related to them
COMPETENCY II: 2. ADAPTING INSTRUCTION TO CONTEXT	Positive to Negative Examples
Were the objectives of the lesson adapted to fit pupil responses to the lesson? Were the objectives of the lesson adapted to fit the characteristics of the instructional setting generally? Were instructional procedures and activities adapted to fit pupil response to them? Were instructional procedures and activities adapted to fit the characteristics of the instructional setting generally? Were materials adapted to fit the characteristics of the instructional setting?	. Objectives are modified or differentiated for pupils on the basis of pupil response to the lesson . Objectives or procedures are modified to accommodate unexpected events, e.g., a snowfall or a fire nearby . Materials originally planned for use in the lesson are discarded or modified . . Objectives, materials or procedures are not modified, even though pupil response to them indicates they are inappropriate . Objectives, materials or procedures are not modified to accommodate unanticipated events

Table 2. Continued

COMPETENCY II: 3. MANAGING THE INSTRUCTIONAL PROCESS	Positive to Negative Examples
Were efforts made to move clearly and efficiently from the previous learning activity to the lesson to be taught? Was the lesson appropriately introduced and were learning activities appropriately initiated? Were materials and procedures appropriately used and articulated throughout the lesson? Were efforts made to bring closure to the lesson bedore its termination?	. Firm, decisive steps are taken to move to the new lesson . The structure and purpose of the lesson is outlined . Organizers are provided that link the lesson to pupil understandings and experiences . Materials are distributed efficiently and in sufficicent quantity to allow children to work effectively . Help is given to pupils when it is asked for . The lesson is terminated with a review, synthesis or some other action that brings it to a fitting close . . Movement to the new lesson is indecisive . Little introduction or advance organization is provided . Materials are in short supply or inefficiently distributed . Children must wait for assistance for long periods of time . The lesson is terminated without appropriate closure
COMPETENCY II: 4. MANAGING UNEXPECTED EVENTS	Positive to Negative Examples
Were potentially disruptive events appropriately managed?	. Unexpected visitors or unsual events are delat with in ways that minimize their disruptiveness . Disruptive behavior on the part of children is dealt with appropriately and in a straightforward manner . Feelings of upset or anger on the part of children are dealt with appropriately and forthrightly . . Children who are disruptive are dealt with in ways that adds to the disruption . Children who are angry or upset are dealt with in ways that intensify their feelings, or that extent their feelings to others . Visitors and unsual events are dealt with in ways which increase their disruptiveness rather than decrease it

Table 3. Items and sample indicators to be considered in arriving at judgments of COMPETENCY IN PERFORMING INSTRUCTIONAL FUNCTIONS when pupil behavior is used as a basis for judgment

INSTRUCTIONAL FUNCTIONS	SAMPLE INDICATORS
COMPETENCY II. 1. CONVEYING THE OBJECTIVES OF INSTRUCTION	Positive to Negative Examples
Were the learning outcomes expected from the lesson understood by the pupils being taught?	. Work on the lesson is commenced immediately . Few clarification questions are asked, either before or during the lesson . Work completed for the lesson is in keeping with objectives set . . Children appear confused and unable to proceed . Numberous questions are asked for clarification . Work handed in is not in keeping with objectives set
COMPETENCY II. 2. (Not Appropriate)	
COMPETENCY II: 3. MANAGING THE INSTRUCTIONAL PROCESS	Positive to Negative Examples
Was the transition from the previous class period to the lesson to be presented effectively managed? Was the lesson effectively introduced and learning activities effectively initiated? Were the instructional materials and procedures used appropriate to the pupils being taught and the learning outcomes to be achieved? Did the termination of the lesson leave pupils with a sense of closure?	. Pupils cease activities, put away materials and procced with the new learning activity . Pupils engage in the work of the lesson without horse play or hesitation . Interest appears to be maintained throughout the lesson . Unwarranted disruptions from pupils are few . Satisfaction, excitement and a sense of anticipation of what is to come surround termination of the lesson . . Negative indicators are reflected in behavior that is the reverse of the above
COMPETENCY II: 4. MANAGING UNEXPECTED EVENTS	Positive to Negative Examples
Were potentially disruptive events effectively managed?	. Unexpected visitors or unsual events do not cause undo disruption in learning activities . When a child is disruptive the response of the student to him does not add to his disruptiveness or cause it to spread to others . A child is feeling angry or upset or afraid the student's response to him does not intensify his feelings, or cause them to spread to others . . Negative indicators are reflected in behavior that is the reverse of the above

The scale used in the latter appears as Figure 4.

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE	(4)	(5) SUPERIOR
No more than half the pupils being taught behaved in ways which indicated the instructional function was being carried out effectively		Three-fourths or so of the pupils being taught behaved in ways which indicated the instructional function was being carried out effectively		All or nearly all of the pupils being taught behaved in ways which indicated the instructional function was being carried out effectively

Figure 4. The rating scale used in assigning values to competencies associated with PERFORMING INSTRUCTIONAL FUNCTIONS when pupil behavior is used as a basis for ratings

The forms used in rating competence in the performance of instructional functions is attached as Appendix B.

In addition to assessing the quality of performance associated with the performance of instructional competencies, performance is also judged with respect to two additional matters. The first is the degree of fit that is evident between instructor, lesson and context. The second has to do with the sensitivity of the student to next steps to be taken in the instructional process. The items that constitute the basis for inquiry in relation to each of these matters are listed below.

THE FIT BETWEEN INSTRUCTOR, LESSON AND CONTEXT

- Did the lesson as presented reflect the intent of the lesson as planned?
- Did the lesson as presented seem to make good use of the talents and abilities of the student who presented it?
- Did the student's response to pupils during the course of the lesson appear to represent an honest expression of the perceptions and feelings that the student held?
- Did the student reflect any teaching mannerisms that seemed to have a negative effect on the success of the lesson?

SENSITIVITY TO NEXT STEPS

- When asked, following the completion of the lesson, was the student able to describe appropriate next learning steps for pupils?

As in the case of the assessment of fit between student, lesson and context when reviewing the plan, a simple yes-no indication is given in relation to each of the items listed.

Competency Cluster III: Performing Assessment Functions

Most experienced teachers view assessment as an integral part of instruction. It is, but for purposes of the present program we have arbitrarily spearated assessment functions (Competency Cluster III) from instructional functions (Competency Cluster II). We have made this spearation purely for convenience, however, and as an aid to instruction and learning. We are not suggesting that the separation can or should be made in any functional way when teaching.

Three competencies that have to do with the performance of assessment functions in teaching are assessed in the context of lesson teaching. These are:

- Assessing learning before a lesson;
- Assessing learning during a lesson; and
- Assessing learning after a lesson.

The forms used in rating these competencies are attached as Appendix C.

It will be seen from these forms that the indicators relied upon in making judgments about these competencies are student (teacher) behaviors. Accordingly, the same 5 point scale is used for arriving at competency judgments about the performance of assessment functions that was used in arriving at competency judgments about the performance of instructional functions that relied upon student behaviors (see Figure 3). The items that define the parameters of each assessment competency, and sample indicators that are to be relied upon in arriving at a judgment of competency, are presented in Table 4.

Competency Cluster IV: Displaying Pupil Achievement

In order to highlight a needed set of competencies that teachers must increasingly evidence distinction has been made in the OCE program between assessing achievement (Competency Cluster III) and displaying achievement (Competency Cluster IV). The competencies contained in Cluster IV are the competencies required to organize and display learning outcome data in a way that permits parents, school board members and oneself and one's colleagues to actually see learning outcomes ahcieved and learning gain scores attained. It is our opinion that the competencies involved in the display of learning outcomes in a classroom are sufficiently different from those involved in the assessment of learning outcomes that they warrant a separate cluster identification.

Only two competencies are assessed in relation to displaying pupil achievement:

- Displaying pre- and post-lesson achievements; and
- Displaying learning gains as a result of a lesson.

Because these are reasonably high level competencies to master, and their demonstration requires a great deal of time and effort, their demonstration is required in relation to only one of the three formally taught lessons. The 5 point scale used in assigning values to performance in relation to these competencies appears as Figure 5.

Table 4. Items and sample indicators to be considered in arriving at judgments of competency in PERFORMING ASSESSMENT FUNCTIONS

ASSESSMENT FUNCTIONS	SAMPLE INDICATORS
COMPETENCY III: 1. ASSESSING LEARNING BEFORE THE LESSON	Positive to Negative Examples
Were steps taken before the lesson began, or early in the lesson, to identify where pupils stood in relation to the learning outcomes expected from the lesson? If such as assessment was made, was it carried out with reasonably efficiency and accuracy? Were objectives, activities or procedures in the lesson adapted to reflect the information that came from the assessment?	. A pretest over the learning outcomes expected from the lesson is administered prior to the lesson . The children's regular teacher is asked for her judgment as to where the pupils stand relative to the expected learning outcomes . One of the first activities undertaken in the lesson is an informal assessment of where the children stand relative to such outcomes . Whatever the form of assessment, it is carried out in a relatively short period of time and without undue attention being called to it . Information coming from the assessment is acted upon in designing the lesson . . Neither a formal or informal assessment is made of pupil learning before the lesson is undertaken . If an assessment is made it is inefficiently or ineffectively carried out, for example, it requires too much time, gains too much attention, or the information that is obtained is inaccurate or in some other way unsatisfactory . Information is obtained but there is no indication that it is acted upon

Table 4. Continued

ASSESSMENT FUNCTIONS	SAMPLE INDICATORS
COMPETENCY III: 2. ASSESSING LEARNING DURING THE LESSON	Positive to Negative Examples
Was the student aware generally of how pupils were feeling about and progressing in their learning activities? Were discernable steps taken during the lesson to determine how pupils were progressing toward the objectives of the lesson? If formal or informal assessments were made of pupil learning during the course of the lesson, were they carried out with reasonable efficiency and accuracy? Were objectives, activities, or procedures adapted to reflect the information that a student possessed about the feelings and progress of pupils in the lesson?	. Discernable adaptations are made in objectives, activities or procedures in response to how pupils feel about or are progressing toward the learning outcomes expected from the lesson . Formal or informal steps are taken to assess how pupils are progressing toward desired learning outcomes . If assessment activities are carried out in the course of the lesson they are implemented in a relatively short period of time and without drawing undue attention . . Negative indicators are reflected in behaivors that are the reverse of the above
COMPETENCY III: 3. ASSESSING LEARNING AFTER THE LESSON	Positive to Negative Examples
Were steps taken during the latter part of the lesson, or after it had been completed, to determine where pupils stood with respect to the learning outcomes expected? If such an assessment was made was it carried out with reasonable efficiency and accuracy?	. Formal or informal assessments are made of the learning outcomes achieved . The assessment of outcomes achieved does not require a great deal of time and does not claim undue attention or significance . The information obtained from the assessment seems to be trustworthy and of utility . . Negative indicators are reflected in behaviors that are the reverse of the above

(1) UNACCEPTABLE	(2)	(3) ACCEPTABLE	(4)	(5) SUPERIOR
The products of the student's effort to display learning outcomes related to the lesson reflect an insufficient level of thoroughness, inventiveness, and care in relation to this teaching function		The products of the student's effort to display learning outcomes related to the lesson reflect an adequate level of thoroughness, inventiveness, and care in relation to this teaching function		The products of the student's effort to display learning outcomes related to the lesson reflect an exceptional level of thoroughness, inventiveness, and care in relation to this teaching function

Figure 5. The rating scale used in assigning values to competencies associated with DISPLAYING PUPIL ACHIEVEMENT

The items that define the parameters of each competency that appears within the cluster, and sample indicators of the kind relied upon in arriving at a particular competency judgment, are summarized in Table 5.

The forms used in rating competencies that have to do with displaying pupil achievement are attached as Appendix D.

PART VII

PERFORMANCE STANDARDS FOR COMPETENCIES DEMONSTRATED IN FORMAL LESSON TEACHING

As used in the OCE elementary teacher education program performance standards for competency demonstration are linked to demonstration contexts, i.e., lesson teaching, short term full responsibility teaching, rather than specific competencies demonstrated within these contexts. This may seem strange in light of the attention given in the previous section of the Guide to the assignment of rating values or weights (measures) to each individual competency demonstrated in lesson teaching, but there is good reason for doing so. Realistic program placement decisions must depend on measures of competency as a prospective teacher

Table 5. Items and sample indicators to be considered in arriving at judgments of competency in DISPLAYING PUPIL ACHIEVEMENT

ACHIEVEMENT DISPLAY FUNCTIONS	SAMPLE INDICATORS
COMPETENCY IV: 1. DISPLAYING PRE- AND POST-LESSON ACHIEVEMENT	Positive to Negative Examples
Were the results of the assessment before the lesson recorded and displayed in such a way that they were easily interpreted? (Please attach the display if one has been prepared; sample display forms are found in the OCE Guide to Competency Assessment in Lesson Teaching) Were the results of the assessment after the lesson recorded and displayed in such a way that they were easily interpreted? (Please attach the display if one has been prepared; sample display forms are found in the OCE Guide to Competency Assessment in Lesson Teaching)	. Results of at least the post-lesson assessments of learning outcomes are recorded and displayed so that anyone looking at the information can easily determine where each pupil stands with respect to the learning outcomes expected from the lesson . Post-lesson learning scores are summarized to show the proportion of pupils who achieved the learning outcomes expected from the lesson, and the proportion that did not . . Pre- and post-lesson assessment information is not recorded or displayed . Post-lesson achievement data are displayed but are not summarized to reflect the proportion of pupils who achieve the learning outcomes expected from the lesson, or the proportion of students who fail to do so
COMPETENCY IV: 2. DISPLAYING LEARNING GAINS AS A RESULT OF THE LESSON	Positive to Negative Examples
Were learning gains that resulted from the lesson displayed so that they were easily interpreted? (Please attach the display if one has been prepared; sample display forms are found in the OCE Guide to Competency Assessment in Lesson Teaching)	. Learning gains are calculated between pre- and post-lesson assessments, and charted in such a way as to make them easily understandable . Gain scores are summarized so that a reader may quickly see the proportion of students who gained and the proportion who did not . . Gain scores are not calculated, or if they are calculated they are not displayed . Gain score information is displayed, but it is not summarized to show proportions of students who have gained particular amounts, or who have failed to gain

rather than measures of individual competencies. Setting performance standards against which overall competence in lesson teaching can be judged, is a way of obtaining this level of competency measurement. By so doing all specific competency measures taken within a particular demonstration context are taken into account in making major program placement decisions for a particular student.

Within this general framework, however, there is variation in how performance standards are applied to Competency Cluster I and Competency Clusters II, III and IV.

Standards For Lesson Planning And Preparation (Competency Cluster I)

Standards for lesson planning and preparation are lesson specific standards, that is, they apply to the pattern of performance demonstrated in relation to a single lesson plan. They are also standards that must be met before the presentation of a lesson can be undertaken.

In preparing for lesson teaching a reasonably detailed lesson plan must be prepared, it must be reviewed by both college and school supervisors, and both college and school supervisors must indicate, independenly, that each of the three competencies that pertain to planning and preparing lessons has been performed satisfactorily. If a plan does not meet this standard upon its initial review it must be revised until it does.

Standards For Lesson Presentation And Evaluation (Competency Clusters II, III and IV)

The standards set for performance in relation to the presentation and evaluation of lessons are pattern standards, that is, they apply to the pattern of performance demonstrated in the presentation of three or more lessons. Two standards are to be applied to the performance record of a student on the three or more lessons presented:

- evidence of favorable performance on each of the teaching competencies assessed in at least one of the three lessons presented; and
- evidence of favorable performance on the preponderance of teaching competencies assessed in the three lessons presented. Preponderance is defined here to mean at least 75% of the competencies assessed in the course of the three lessons presented will reflect evidence of favorable performance, and no more than 25% of the competencies assessed will reflect evidence of unfavorable performance.

If performance at the completion of three lessons does not meet these standards additional lessons, or parts of lessons, must be taught until the standards are met. If these standards can not be met after five lessons have been presented one of two program placement decisions is made: the student is advised to dropout of the clinical phase of the program, at least for the time being, or he is permitted to advance to short term full responsibility teaching under special conditions.

PART VIII

STEPS IN DEMONSTRATING AND ASSESSING COMPETENCIES IN FORMAL LESSON TEACHING

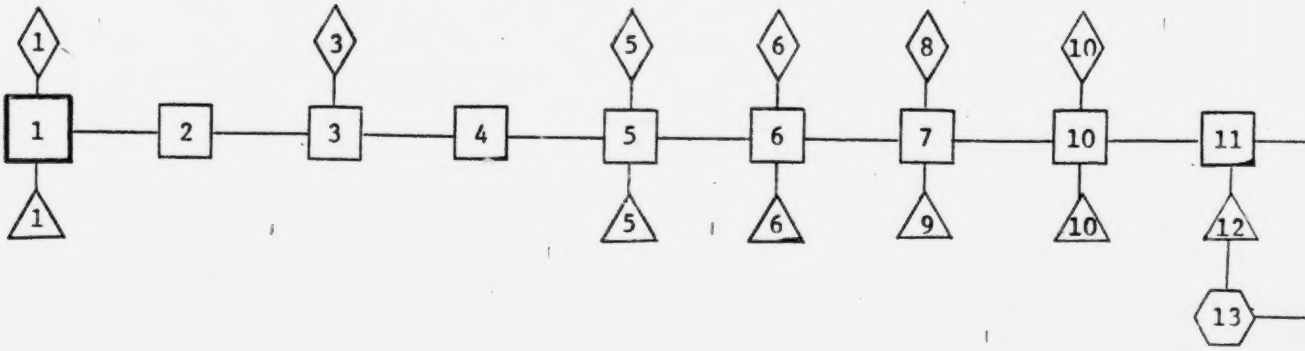
The demonstration and assessment of competence in formal lesson teaching requires that a number of activities be performed by the student involved, the student's school supervisor, and the student's classroom supervisor. These are spelled out in detail spearately for student, classroom supervisor and college supervisor in the next three sections of the Guide. In the present section of the Guide the way in which these three people interact in the course of competency demonstration and assessment is described in outline form.

As a means to this end a "flow chart" has been devised that identifies the various steps that have to be taken by the various persons involved in the competency demonstration and assessment process. Steps to be taken have been numbered and participants involved have been identified with distinguishing symbols. The flow chart combines steps to be taken with the participants involved by entering a number inside the symbol that identifies a particular participant in the process. The flow chart appears as Figure 6.

In reading the chart become familiar with the meaning of the symbols used, and then begin reading the chart from left to right. The numbers encountered in the symbols correspond to the steps that are listed under the flow diagram.

It is likely that as a participant in the program you will rely upon Figure 6 more than any other single page in the Guide to Lesson Teaching.

FIGURE 6. STEPS IN THE DEMONSTRATION AND ASSESSMENT OF COMPETENCY



1. Student receives clearance from college and school supervisors to begin planning for a forma clearance).
2. Student picks up appropriate planning and assessment forms from college supervisor.
3. Student negotiates lesson to be taught with school supervisor.
4. Student prepares lesson plan.
5. Student takes plan to college and school supervisors for assessment and ok (signature and r
6. Student distributes appropriate assessment forms to college and school supervisors.
7. Student teaches the lesson.
8. School supervisor assesses/instructs in relation to the competencies to be demonstrated.
9. College supervisor assesses/instructs in relation to the competencies to be demonstrated in
10. Student arranges for a formal review of competency ratings for each lesson presented formall
11. Upon completing the review of competency ratings, and reaching agreement in relation to them forms to the college supervisor's office for short term filing.
12. Upon receipt of the lesson plan and completed assessment forms the college supervisor deposi ratings to the computer.
13. When data have been entered into the computer, evaluation staff record student progress in fo then return the assessment forms to the supervisor for safe keeping and use until performanc
14. After completing steps (1) through (13) for three lessons the student arranges with his coll in relation to standards for lesson teaching.
15. Program placement decisions are made on the basis of the review of performance in relation t (2-5 day) full responsibility teaching, he may have to provide additional evidence of compet he may have to teach one or more additional lessons.
16. When performance standards have been met for lesson teaching, all plans and assessment forms in the CBTE room.

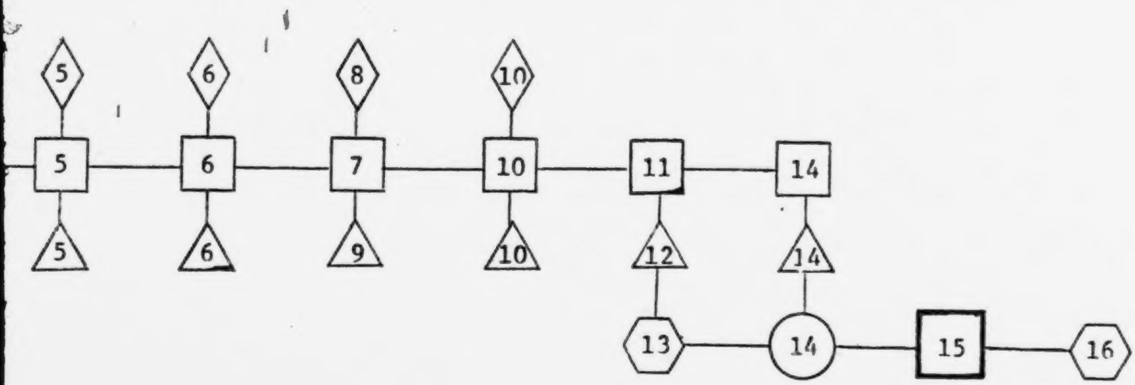
☐ = program placement decisions

◇ = school supervisor

☐ = student

△ = college supervisor

IN THE DEMONSTRATION AND ASSESSMENT OF COMPETENCY IN LESSON TEACHING



d school supervisors to begin planning for a formal lesson presentation (signatures are required to show

assessment forms from college supervisor.
h school supervisor.

upervisors for assessment and ok (signature and ratings required).
forms to college and school supervisors.

lation to the competencies to be demonstrated.
elation to the competencies to be demonstrated in at least one lesson.

mpetency ratings for each lesson presented formally with school and/or college supervisors.
atings, and reaching agreement in relation to them, the student takes lesson plan and assessment
r short term filing.
ted assessment forms the college supervisor deposits the forms in the CBTE room for transfer of the

ter, evaluation staff record student progress in formal lesson teaching on student progress charts and
pervisor for safe keeping and use until performance standards for lesson teaching have been demonstrated.
r three lessons the student arranges with his college supervisor for a formal review of performance
ng.
e basis of the review of performance in relation to standards, i.e., a student may advance to short term
may have to provide additional evidence of competence in some particular aspect of lesson teaching, or
lessons.
or lesson teaching, all plans and assessment forms for lesson teaching are filed in a student "portfolio"

◇ = school supervisor

⬡ = storage, utilization

△ = college supervisor

○ = jury

PART IX

THE ROLE OF THE STUDENT IN DEMONSTRATING AND ASSESSING COMPETENCE IN FORMAL LESSON TEACHING

PART X

THE ROLE OF THE CLASSROOM SUPERVISOR IN DEMONSTRATING AND ASSESSING COMPETENCE IN FORMAL LESSON TEACHING

PART XI

THE ROLE OF THE COLLEGE SUPERVISOR IN DEMONSTRATING AND ASSESSING COMPETENCE IN FORMAL LESSON TEACHING

PART XIV

THE ROLE OF THE CONTENT SPECIALIST IN DEMONSTRATING AND ASSESSING COMPETENCE IN FORMAL LESSON TEACHING

PART XV

STORING, RETRIEVING AND DISPLAYING RATINGS OF COMPETENCIES DEMONSTRATED IN FORMAL LESSON TEACHING

APPENDIX M: OCE INSTRUCTIONAL REVIEW 73: COMPETENCY-BASED, FIELD-ORIENTED TRIAL RESULTS SIGNIFICANT.

The material included is a report about the results of the OCE-CBTE Program. The report was sent to Deans and Directors of teacher education programs of approximately 300 institutions and to our cooperating school personnel.

oce INSTRUCTIONAL REVIEW 73

Competency-Based, Field-Oriented Trial Results Significant

During the first two quarters of the 1972-73 academic year, Oregon College of Education experimented with a competency-based, field-oriented teacher education program for elementary school teachers. Fifty students were involved with seven college professors, one researcher from the Teaching Research Division, and about 40 teachers from five elementary schools in Dallas and Salem.

The results are significant. All but seven students were able to achieve the competency standards set for the two terms of work. Five performed so well that they were encouraged to seek a waiver of the student teaching requirement for graduation; three actually made it and were given credit by examination!

Another significant outcome was the development of performance standards for classroom teaching, and the necessary evaluation forms (usable ones) designed for the busy classroom supervisor. Each of the 50 students was formally evaluated in the performance of three short lessons and one two-day full-time teaching assignment. The evaluation procedure proved to be workable and effective.

Perceptions of Goals

What was different about the experimental program? The statement of goals in the accompanying tables may communicate the differences. The tables group the goals according to how they were achieved in the opinion of students and faculty (35 student and seven faculty responses).

A good deal of progress was judged to be made on the six goals in Table 1, only some progress was made on the four goals in Table 2, and very little or no progress was made on the four goals in Table 3.

The experimental program developed out of years of planning at OCE and the

TABLE 1

Student and faculty perceptions of program goals on which a good deal of progress was made

Goal	Much Progress		Some Progress		Little or No Progress	
	Student	Faculty	Student	Faculty	Student	Faculty
1. Alter the scheduling of courses to make it possible for students to participate meaningfully in school activities and teaching throughout the program.	32	5	5	1	0	0
*2. Individualize instruction by emphasizing abilities and outcomes rather than attendance and participation.	30	0	5	4	1	0
3. Provide for early assessment competency, that is, before student teaching or an internship.	26	3	9	1	1	1
4. Provide opportunities for students and college faculty to try out ideas about teaching in schools.	26	2	9	3	1	0
5. Provide students opportunity to participate in decision making relative to the structure, content and operation of the ETE program.	25	2	6	3	1	0
6. Free students and faculty insofar as possible from the "fifty-minute," clock-bound attendance and participation.	24	2	10	3	1	2

* A goal on which student and faculty perceptions differ considerably.

OCE INSTRUCTIONAL REVIEW

Summaries of new instructional developments at Oregon College of Education are published in the OCE Instructional Review. The Review is published annually by Oregon College of Education, Monmouth, Oregon 97361.

Northwest region. Since the early 1960's, OCE has been developing a field-oriented professional course for elementary teachers. The course is taught by a team of instructors who in the past were assigned to teach separate courses. These separate courses were rescheduled in one block of time, and instructors worked together to integrate their several different professional courses. The integrated course has come to be called the "blocked course," or more familiarly, "the junior block."

Whereas the regular junior block (now a part of OCE's ongoing instructional program) is made up of three professional courses per term in two successive terms, the experimental program consists of six courses per term for two successive terms.

The ComField Model

The experimental program also has its roots in the elementary teacher education "models program" sponsored by the U.S. Office of Education over the past five years. Beginning in 1968, OCE participated in the regional models planning program which produced a competency-based field-oriented model for the various elementary teacher education programs—the ComField model for short.

In the year following, OCE was identified as the leading institution in another consortium planning effort involving six Oregon state colleges and universities and one private institution. In the second-year effort, OCE put on paper how the college would develop the ComField Model under ideal circumstances and produced a cost estimate. The cost was phenomenally high, which perhaps explains, in part, why the federal government has not continued its support of the models program.

For the past two years, OCE has been striving to devise some means within its available resources to implement the ComField plan. The experimental education program described above is the outcome.

For More Information

Further information concerning the experimental "block" program in elementary education at Oregon College of Education may be obtained by writing to Dr. David E. Wallace, Coordinator of Special Programs, OCE, Monmouth, Oregon 97361, or Dr. Jesse H. Garrison, Professor of Education, OCE.

A 31-page report, "Some Information About ComField," H. Del Schalock, Bert Y. Kersh and Larry L. Horyna, is priced at $1.00 per copy and may be ordered from Dr. Wallace.

New Oregon Rules

Another important development in Oregon which relates to the experiment is a recent change in the Oregon rules which govern the certification of elementary teachers and the accreditation of the teacher education programs. The new certification rules are a development from the old-fashioned standards stated in terms of courses and credit hours. They now require "demonstrated competency or (so many credit hours in particular course areas)." The rules also call for teacher education institutions to develop waiver rules based on demonstrated competency at each appropriate point in the program.

The rules for accrediting teacher education programs are still under development. However, there is emerging a set of process standards which will replace the rules that are typically associated with the 1970 accreditation standards of the National Council for the Accreditation of Teacher Education (NCATE). The OCE experimental program is being conducted as a demonstration both of the ComField Model and of the Oregon process standards for accreditation.

TABLE 2

Student and faculty perceptions of program goals on which some progress was made

Goal	Much Progress		Some Progress		Little or No Progress	
	Student	Faculty	Student	Faculty	Student	Faculty
*1. Provide students the opportunity to negotiate all that affects them as individuals within the context of the ETE program.	22	1	12	5	2	0
2. Individualize instruction through the use of self-instructional materials and procedures.	22	1	13	3	0	1
3. Provide students with information about their performance, in both course work and teaching, within a frame that permits corrective action to be taken.	15	3	16	2	2	1
4. Provide faculty and students with information about reactions to instructional programs within a time frame that permits corrective action to be taken while these programs are still in progress.	9	1	21	4	2	1

* A goal on which student and faculty perceptions differ considerably.

TABLE 3

Student and faculty perceptions of program goals on which little or no progress was made

1. Combine the instructional talents of college faculty and school supervisors in ways in which benefit students, for example, joint college-school demonstrations of particular instructional methods.	6	0	19	1	10	4
2. Provide school supervisors opportunity to participate in decision making relative to the structure, content and operation of the ETE program.	5	1	19	1	7	3
3. Provide students opportunity to work with pupils of differing cultural and educational backgrounds.	18	0	9	3	8	3
4. Create conditions which enable college instructors to learn more about what their colleagues do in related courses.	8	1	17	3	7	2

APPENDIX N: PROCESS STANDARDS FOR EDUCATIONAL PERSONNEL DEVELOPMENT

The material enclosed represents the Oregon Teacher Standards and Practices Commission (TSPC) statement on their authority for and standards for Accreditation of Teacher Education Programs for the State of Oregon.

OREGON

TEACHER STANDARDS AND PRACTICES

COMMISSION

PROCESS STANDARDS FOR
EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS

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B. Summary of the Rule
C. Authority
D. Standards for Accreditation

    1. Program Planning and Management
    2. Program Implementation
    3. Staff
    4. Students

E. Definitions

August 1, 1973

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Vice-Chairman: Ruth Hartley
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* 1973 Executive Committee

A. INTRODUCTION

These PROCESS STANDARDS* emphasize two movements which are currently emerging nationally in educational personnel development*: the movement toward centering teacher education in consortia* formed by institutions, agencies, and organizations which are directly involved in or affected by the education and employment of teachers, and the movement toward competency-based teacher education*. A brief explanation of these two movements will help put the Standards* in perspective.

Consortium-centered teacher education is a pattern of professional preparation in which programs are planned, conducted, and evaluated by a coalition of institutions, agencies, and organizations rather than by a single institution. Many existing college-based programs now utilize advisory committees that include representation from such groups. The consortium-centered approach is a next step beyond that stage, and creates a situation in which each group represented in the program has a role in setting policy.

Consortium programs have been developed in a number of states in recent years, primarily because they provide greater opportunities for practicing educators and future educators to influence the content and processes of teacher education. An assumption behind such programs is that teacher education will become more realistic, more effective, and more relevant if it is directly responsive to those persons who work continuously with pupils or who are preparing themselves for such work.

Competency-based teacher education (CBTE) refers to patterns of preparation which assist present and future practitioners to acquire and demonstrate knowledge*, skills*, and competencies* required for effective functioning in specific educational positions*. Most existing teacher education programs necessarily emphasize input - those curricula, courses, and experiences which go into the preparation of educational personnel. Competency-based approaches, which are reflected in these Standards, focus attention on output - on that which the practitioner can achieve upon completion of the program.

When contrasted in this fashion, it might appear that competency-based programs represent an entirely new departure, but this is not the case. Existing programs have been based on the assumption that their curricula (inputs) would result in effective performance on the part of graduates, which has often been true. Competency-based programs go beyond that assumption and focus selection, preparation, and evaluation* as specifically as possible upon the abilities which candidates are expected to demonstrate in their educational work.

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*The first use of terms identified in the definitions will be indicated by an asterisk.

Competency-based teacher education has the potential to significantly improve teacher preparation and learning opportunities for pupils. As a result, during the last few years, teacher education personnel, professional organizations, state departments of education, federal agencies, accreditation* groups, and others have worked to design patterns of teacher education and certification which will develop the particular competencies required to help pupils learn.

Other developments have accompanied the growth of interest in consortium-centered, competency-based teacher education. Teacher education activities have increasingly moved from college settings to schools and other educational sites. Programs have become more individualized*. The results of educational research have been more effectively integrated into preparation activities. Programs have become more democratic, as students, staff, and others have become increasingly involved in decisions which affect them and their work. While all of these developments may not be essential to consortium-centered, competency-based teacher education, all reinforce and strengthen it, and have therefore been provided for in these Standards and guidelines*.

The following points should help to put the Standards in perspective and assist in their interpretation and application:

1) In spite of years of research and development in teacher education, there is as yet no approach so demonstrably superior that its use can be mandated by official agencies. There is to a great degree an "open market" in teacher education - one in which programs develop promising approaches to be tried out along with other existing patterns. Thus most states have delegated basic decisions about the content and processes of programs to teacher education institutions. State Standards* and evaluation activities insure that institutions develop programs responsibly, that the public interest and students are protected, and that institutions undertake activities within their capabilities. Candidates are prepared and recommended for certification through state-approved programs. This pattern need not change as competency-based programs are developed. Programs will still have primary responsibility for planning, selecting students, instruction, evaluation, and the like. Programs approved under the PROCESS STANDARDS, like the college-based programs, will recommend candidates for certification. The role of the Teacher Standards and Practices Commission (hereinafter referred to as "the Commission") will be to offer assistance, provide encouragement, and maintain standards.

2) These Standards are written in terms of preparation programs* that are fully operational. It is recognized that some Standards and guidelines may not apply as written to programs in the initial stages of development. Nonetheless, it seems appropriate to include them so that consortia may anticipate those areas in which planning and development will be required. Wherever parts of programs are not operational in terms of the Standards outlined in the present document, consortia are asked to indicate their plans for meeting the Standard in question.

3) It is anticipated that consortia may want to concentrate initially on establishing a field* context which will permit the acquisition and demonstration of competence; that progress in that area will expedite modifications in other professional components of teacher education; and that success in those two areas will provide a basis for orienting relevant parts of the general education component towards competency development. However, this only describes the likely sequence of development, and programs are encouraged to move to a competency base as soon as possible in any area that has the capability.

4) The ultimate measure of a teacher's performance should be the improved intellectual and emotional growth of pupils. The consensus among researchers in teacher education, however, is that it is still very difficult to make accurate assessments of such growth and that there are so many variables in most teaching situations that it is difficult to isolate that part of a student's learning for which a teacher is exclusively responsible. Thus, even in competency-based programs, many judgments about teachers will still have to be made in the areas of: (a) knowledge held by teachers that is assumed to be required for student growth; and (b) skills which teachers can demonstrate that appear to promote student learning. These Standards, however, emphasize the need to go beyond these two levels wherever possible and to develop and assess (c) competency in bringing about desired learning outcomes in children. (The above do not, of course, represent exclusive categories. Knowledge is required as teachers acquire skills, and both knowledge and skill are utilized as teachers demonstrate their competency.)

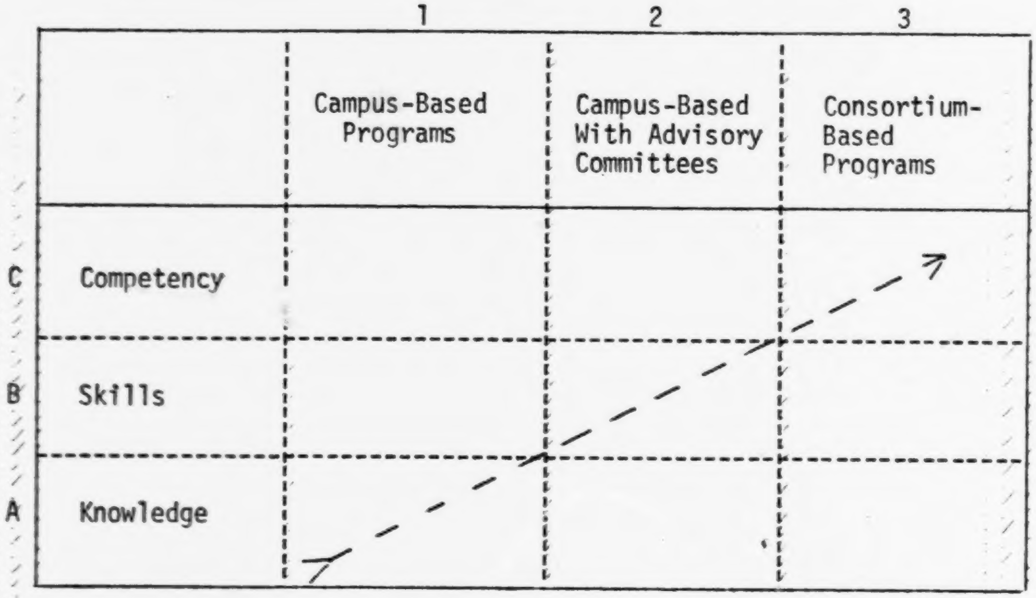
   As a consequence, the Standards require that teacher education students will develop at least some measurable competencies (as defined in "c" above) within each preparation program, and that gradually a larger proportion of each approved program will demonstrate results at the competency level.

5) Inherent in the PROCESS STANDARDS is the concept of program evolution, of successive approximations to the kind of teacher education program ultimately desired. It is assumed that different consortia will develop various parts of their programs at different rates, depending on local circumstances and resources. But it is expected that gradual, measurable movement will take place toward the kinds of programs envisioned in these Standards.

The following chart illustrates in simplified form the proposed movement toward competency-based, consortium-centered programs. Teacher education has in the past been primarily campus-centered and has focused attention on the acquisition of knowledge which successful teachers are assumed to require (Box A1). Most programs now devote much attention to the development of teaching skills as well as knowledge, and many are using advisory committees including practitioners from the field (Box 2B).

The PROCESS STANDARDS are intended to promote movement toward competency-based programs conducted by consortia (Box 3C). The chart indicates this intended movement schematically and enables programs to locate their present position and intended direction.

Proposed Movement Toward Consortium-centered, Competency-based Programs


1
2
3
Campus-Based Programs
Campus-Based With Advisory Committees
Consortium-Based Programs
C
Competency
B
Skills
A
Knowledge

These Standards are not intended to be narrowly prescriptive nor to define the substance of preservice programs. Rather, they are intended to emphasize the structures and processes by which programs are developed, implemented, evaluated and modified, and by which information about programs is reported. Use of these Standards should help insure that programs are developed through the active involvement of interested parties, that they are carefully designed to carry out their objectives*, that they focus on the development of professional competence, and that they are organized to promote effective evaluation and renewal*. The Standards and their application to educational personnel development programs will be subject to constant evaluation, review, and modification. Individuals and groups are encouraged to communicate with the Teacher Standards and Practices Commission about the Standards. Communications should be addressed to: Richard S. Jones, Executive Secretary, 942 Lancaster Drive, NE, Salem, Oregon 97310.

B. SUMMARY OF THE RULE

This rule (OAR 23-005 - 23-425) prescribes alternate Standards for the accreditation of educational personnel development programs. These Standards, which will apply only to the preparation of elementary and secondary personnel, are intended to promote and guide the development of approved programs which are (1) centered in consortia of institutions, agencies, and organizations which are directly involved in or affected by the education and employment of teachers and are (2) directly oriented to the development of professional competencies. Currently approved programs may be accredited either under these Standards or under STANDARDS FOR THE ACCREDITATION OF COLLEGE AND UNIVERSITY TEACHER EDUCATION PROGRAMS, but after July 1, 1974, all new programs or new norm areas added to existing programs must comply with these Standards or show cause satisfactory to the Teacher Standards and Practices Commission (hereinafter referred to as "the Commission") why they do not. Existing programs are encouraged to seek approval under these Standards when they apply more appropriately than do the STANDARDS FOR THE ACCREDITATION OF COLLEGE AND UNIVERSITY TEACHER EDUCATION PROGRAMS.

C. AUTHORITY

(1) Relationship to Oregon Revised Statutes

This rule is promulgated under the authority of ORS 342.120 to 342.200.

(2) Effective Date

The effective date of this rule is July 1, 1974.

(3) Exercise of Commission Authority

(a) After approval by the Commission of a teacher education program, periodic reports may be required. Failure to conform to the established Standards shall result in loss of Commission approval.

(b) No program will receive approval for a period longer than five years. At the end of the five-year period, or any lesser period as designated by the Commission, re-evaluations will be made.

(c) Programs accredited by the National Association for Accreditation of Teacher Education may be approved for teacher education by the Commission on the basis of NCATE accreditation. Where accreditation is granted by NCATE for periods longer than five years,the Commission will arrange interim evaluations at intervals not to exceed five years. Programs requesting approval on the basis of NCATE accreditation will file with the Commission copies of their self-study report, the visiting committee evaluation, and the report of NCATE action.

(d) All costs of an evaluation shall be borne by the program requesting approval.

(e) A program approved for purposes of teacher education shall file with the Commission by October 1 of each school year:

- A report, on forms provided by the Commission, of the number of students completing the teacher education program in the previous year in each norm area.

- A statement of any deviations from the program as originally approved.

- A report, on forms provided by the Commission, of the waivers of requirements granted in the previous year indicating the courses and numbers of students involved (see OAR 32-250).

(4) Eligibility to Apply

The participating college has the full accreditation of the Northwest Association of Secondary and Higher Schools and is approved by the State Board of Education as a degree-granting institution.

D. STANDARDS FOR ACCREDITATION

1. PROGRAM PLANNING AND MANAGEMENT

A competency-based educational personnel development program usually has greater involvement of individuals and groups in its planning and operation than does a college or university teacher education program. Thus it is especially important that within a consortium-operated program careful attention be given to planning, management and policy functions. It is assumed that efficiency of operation can in the long run be enhanced by broad involvement if the program carefully designs decision-making processes, clearly states its objectives, develops effective administrative and instructional procedures, establishes firm working commitments with necessary agencies, and develops effective patterns of evaluation and renewal.

STANDARD 1a

The educational personnel development program is jointly planned, implemented, and evaluated by a consortium of institutions, agencies, and organizations which are directly involved in or affected by the education and/or employment of teachers. Parties involved in the consortium-operated program participate in mutually-agreed-to policy and management decisions at a mutually acceptable level of representation. The governing body has representation from the institutions, agencies, and organizations which are members of the consortium. It is expected that the consortium and governing body will include at least the following groups:

- professional organizations representing teachers, counselors, and other educational practitioners who deal directly with students;
- school district management as appointed by school boards;
- personnel representing institutions of higher education which prepare teachers; and
- students enrolled in educational personnel development programs.

The consortium may include others, however, such as high school students, community representatives, or other professional groups when it will strengthen the program.

Guidelines: Evidence in support of Standard 1a may include - but is not limited to - responses to the following:

1) What groups are included in the consortium, and how have the persons representing those groups on the governing body been selected?

2) What procedures have been developed to assure that members are appropriately representing the interests of their groups and that continuous, effective communication with each group is being maintained?

STANDARD 1b

Decision-making and implementation processes are clearly defined and are understood by those involved in the consortium.

Guidelines: Evidence in support of Standard 1b may include - but need not be limited to - responses to the following:

1) How does the structure and organization of the program contribute to effective administration and instruction?

2) How is information pertaining to decisions, program, instruction, relationships, and evaluation generated, recorded, communicated, and maintained, and how does it contribute to effective communication both within and beyond the program?

3) What provision is made for evaluation and renewal in the decision-making and management processes of the program?

4) Provide charts, diagrams, flow-charts and other materials which illustrate and explain the planning, policy, and management functions of the program.

5) Provide a description of the process through which a typical policy decision is made and implemented.

STANDARD 1c

The teacher education consortium develops clear statements of program objectives which reflect the particular needs of the schools and communities served and which commit the consortium to providing preparation for educational positions which exist in the schools to meet those needs. Objectives are presented in format and language which facilitate effective program operation and evaluation.

Guidelines: Evidence in support of Standard 1c may include - but is not limited to - responses to the following:

1) What statements of objectives have been adopted by the consortium? (Copies of these should be included.)

2) By what processes and with whose involvement were the statements drafted? To whom have they been made available? Where have they been published? In what form are they available to students?

3) What are the social and educational assumptions which underlie the program objectives?

4) What evidence can be provided that program objectives guide decisions on:

    a) Positions to be prepared for
    b) Knowledge, skills, and competencies to be developed
    c) Selection of staff
    d) Selection of students
    e) Program
    f) Evaluation and program renewal

Guidelines: Evidence in support of Standard 2a may include - but is not limited to - responses to the following:

1) For what educational positions does the program provide preparation? How were these selected, and how do they relate to community needs and program resources?

2) What functions or roles* have been described for each position? (Include lists or other appropriate material.)

3) What are the competencies required for successful performance of each function?

4) What performance standards* have been set for the successful demonstration of each competency? What indicators will the program accept as evidence that each competency has been acquired and demonstrated?

5) Through what processes, and with what involvement, have functions, competencies, performance standards, and indicators been developed?

6) What experiences (e.g. field, simulated, instructional, research) are provided for candidates to enable them to acquire and demonstrate the knowledge, skills, and competencies designated?

STANDARD 2b

The program provides realistic field situations for purposes of instruction and assessment and integrates field work with academic study in ways which are meaningful to individual trainees.

Guidelines: Evidence in support of Standard 2b may include - but need not be limited to - responses to the following:

1) How is the relationship of field work to other instruction dealt with in statements of program objectives? (Include appropriate documents.)

2) What varieties of field and laboratory experience are available to candidates at various stages of training, and what competencies are to be developed at each stage?

3) What provision is made which will enable candidates to find and/or create appropriate field experiences for specific preparation purposes?

4) What agency in the consortium is responsible for each field situation? (Including locating the field situation, making arrangements for its utilization, providing supervision, and evaluation.)

5) How does the program assist each candidate to learn from field experiences and to relate that learning to knowledge acquired in other settings?

STANDARD 2c

The program provides maximum opportunities for personnel, including students, to be involved in decisions which affect them. Systematic, fair, and responsible means are provided for making decisions, communicating information about decisions, and appealing and reviewing decisions.

Guidelines: Evidence in support of Standard 2c may include - but is not limited to - responses to the following:

1) How do the objectives of the program provide for democratic involvement of policy-makers, staff, and students?

2) What procedures are available to students individually and collectively for shaping the general program?

3) What is the representation of students on policy-making committees and working groups?

4) How are program decisions arrived at and communicated, and what provision is made for appeal and review of decisions?

5) What evidence can be given concerning actual involvement of interested parties (including students) in program decisions? Specific examples and cases should be provided.

6) What recommendations have been made by students, staff, and others concerning the program, and what response has been made to such suggestions?

STANDARD 2d

Procedures are established which provide for both internal and external evaluation of the program and of the candidates completing the program. Results of such evaluations are communicated to the Commission at intervals no greater than five years, prior to accreditation visitations, or at such lesser intervals as the Commission may establish.

Guidelines: Evidence in support of 2d may include - but need not be limited to - responses to the following:

1) What specific plans for evaluation (internal and external), and program renewal have been developed and utilized? (Include copies.)

2) At what intervals do various aspects of evaluation occur?

3) Who is responsible for conducting evaluations and making recommendations?

4) To whom and in what format are the results of evaluations communicated?

5) What arrangements have been made to assure that all agencies in the consortium are actively involved in evaluation and renewal?

6) What methods are used to evaluate the performance of program graduates, and how has such evaluation influenced recruitment, selection, preparation, and placement activities?

3. STAFF

An effective staff is central to the success of the educational personnel development program. The staff has a major role in defining objectives, planning and implementing activities, and selecting, advising, and instructing students. It is thus essential that the staff demonstrates the abilities required for these functions. The staff provides a model of democratic involvement and individual treatment of students which trainees can apply in their own work. Leadership is provided to develop the staff into a cooperatively functioning group, able to plan, implement, and evaluate an effective program.

STANDARD 3a

Staff members are selected and retained on the basis of demonstrated or potential competence in effecting the outcomes expected in a competency-based program, and so as to promote equal employment opportunity.

Guidelines: Evidence in support of 3a may include - but need not be limited to - responses to the following:

1) How are staff members for the consortium program selected, and who is involved in the selection process?

2) What criteria (e.g. academic performance, research, experience in educational personnel development) are used in staff selection, and how is the competence of staff members for particular training roles assessed?

3) What emphasis is placed on formal academic training, on research background, and on field experience in the selection process?

4) What attention has been given to, and what success attained, in the recruitment and retention of minority and women staff members?

STANDARD 3b

The staff has sufficient leadership and organization to function effectively as a team. Responsibilities and roles are clearly defined, and communication processes promote staff efficiency. Staff members are involved wherever possible in decisions which affect them and their work in the program.

Guidelines: Evidence in support of Standard 3b may include - but need not be limited to - responses to the following:

1) What means have been provided to insure effective teamwork in the various activities of the program?

2) What formal and informal patterns of communication have been developed within the staff?

3) What arrangements have been made to insure democratic participation by staff in decisions concerning them?

STANDARD 3c

The program provides continuous and effective means for individual and collective staff evaluation and renewal. Staff members and groups have adequate time for and assistance in assessing their own work and are provided opportunities to participate in activities which will improve their effectiveness.

Guidelines: Evidence in support of Standard 3c may include - but need not be limited to - responses to the following:

1) What provisions exist for evaluating the effectiveness of staff members - by students, by staff themselves, by others within the program, and by outside evaluators?

2) At what intervals does formal evaluation of staff effectiveness take place?

3) What provisions are made for collective staff renewal through evaluation, workshops, conferences, retreats, seminars, and other means?

5) What resources and support are given to research activities of staff members?

4. STUDENTS

The program selects and prepares students on the basis of criteria which indicate potential abilities in promoting pupil growth. The needs of the pupils with whom trainees will work are paramount in decisions concerning recruitment, selection, advising, instruction, and placement of candidates. Activities in relation to students are designed in accordance with program objectives, which in turn respond to social and educational needs. Students experience the humane treatment, quality of instruction, and democratic involvement which they are expected to give to their own pupils.

STANDARD 4a

Procedures for recruitment, selection and advising of students are consistent with educational and social needs, and with program capabilities. Sufficient provision is made for the recruitment, selection, and advising of minority and women candidates.

Guidelines: Evidence in support of Standard 4a may include - but need not be limited to - the following:

1) By what means has the program assessed educational personnel needs, and how has its planning responded to such assessment? What use has been made of information provided by government agencies, school districts, and professional associations in this process? (Include copies of studies which the program has made.)

2) What are the recruitment, selection, and advising processes used in the program? (Include statistics on applicants, selection, and rejection.)

3) What provisions have been made for advising and counseling students regarding personal and professional concerns? What use have students made of counseling resources?

4) What provision has been made for follow-up studies of graduates, and how are results of such studies used in program evaluation and modification?

5) What arrangements have been made for the recruitment and preparation of minority and women candidates? (Include statistics on applications, acceptances, rejections, program completions, and placements.)

STANDARD 4b

Candidates receive objective evaluations of their performance and assistance and making realistic decisions on the basis of such evaluations.

Guidelines: Evidence in support of Standard 4b may include - but is not limited to - responses to the following:

1) In what ways do students acquire objective information concerning their performance?

2) What support and advice are they given in utilizing such information in planning their programs?

STANDARD 4c

The program is so designed that students have effective participation in selecting: positions to be prepared for; functions to be performed within those positions; knowledge, skills, and competencies to be acquired; standards to be applied to performance; and contexts in which performance will take place. Students can negotiate the rate at which they will progress through the program and the learning experiences through which they will acquire required knowledge, skills, and competencies.

Guidelines: Evidence in support of Standard 4c may include - but is not limited to - responses to the following:

1) How is individualization provided for in statements of program objectives? (Include necessary documentation.)

2) How is the program individualized in terms of admission, advising, instruction, placement, and evaluation?

3) What provision is made by which individual candidates can initiate the identification of new positions to be prepared for, new knowledge, skills, and competencies, and new means of acquiring and demonstrating them?

4) What opportunities do students have to acquire and demonstrate their competence in situations of increasing challenge and responsibility? (E.g., with larger numbers of students, for increasing periods of time, with material of greater complexity, in situations requiring increased confidence.)

5) What means has the consortium provided for informing students of opportunities for waiving courses or experiences and for repeating experiences which have not been successful?

E. DEFINITIONS

(1) ACCREDITATION: The systematic evaluation and approval of an educational personnel development program under Standards established or accepted by the Teacher Standards and Practices Commission.

(2) ADMINISTRATIVE AGENT: That element in a teacher education consortium which is assigned the major responsibility for its decisions, coordinates its activities, maintains communication with individuals and other agencies, and serves as a clearinghouse for information concerning the program. (See "Consortium.")

(3) ADMINISTRATIVE RULE: Rule means any agency directive, regulation, or statement of general applicability that implements, interprets or prescribes law or policy, or describes the procedure or practice requirements of any agency. (ORS 183.310[7]). Proposed Administrative Rules, when adopted by the Commission and filed with the Secretary of State, have the force of statute.

(4) APPROVED TEACHER EDUCATION PROGRAM: A preparation program in specific endorsement areas which is accredited by the Teacher Standards and Practices Commission and which permits an institution or consortium to recommend candidates for certification in those areas.

(5) COMPETENCY: The demonstrated ability to bring about the expected outcomes of a role or function included in a job definition.

(6) COMPETENCY-BASED EDUCATIONAL PERSONNEL DEVELOPMENT: Educational personnel development processes and programs which explicitly describe the positions for which preparation is provided, designate the competencies needed to perform effectively in those positions, and provide means by which candidates can acquire and demonstrate those competencies at their own individual rates.

(7) CONSORTIUM: A coalition of institutions, agencies, and organizations which come together to form and operate a teacher education program. The consortium includes representation from at least the following groups: (1) school district(s) management; (2) an institution(s) of higher education; (3) an organization(s) whose members work directly with pupils and which is recognized by the local school board as representing teachers on consultation matters; and (4) students enrolled in an educational personnel development program who have been selected by candidates in the relevant preparation program to represent them.

(8) EDUCATIONAL PERSONNEL DEVELOPMENT: Those educational processes and experiences, either preservice or in-service, through which educational personnel are prepared and through which their performance is improved. (Oregon statutes use the term "teacher education" to refer to education programs for all educational personnel, not exclusively to those for classroom teachers. This is utilized where appropriate synonymously with "educational personnel development.")

(9) EVALUATION: The process of appraising performance or outcomes in terms of objectives. Evaluations may be made in relation to staff, students, program, and other areas, and may be conducted from within and/or from outside an agency. (See "Assessment.")

(10) FIELD-CENTERED ACTIVITIES: Those activities based primarily in a school, community, or setting other than in a college.

(11) FUNCTION: The largest meaningful classification used in describing units of work within a position or job definition. (From largest to smallest, the units used in these Standards are: position or job, function or role, task, action. Skills are required for completing actions and tasks; competencies are required for fulfilling functions, roles, or positions.)

(12) GUIDELINES: Criteria or recommendations to be used in the implementation of Standards.

(13) INDIVIDUALIZED PROGRAMS: Programs in which curricula and learning activities are developed in consultation with each candidate in response to his particular experiences, abilities, and needs. Individualized programs may vary in terms of the rate at which students learn, and/or in terms of the knowledge, skills, or competencies acquired.

(14) KNOWLEDGE: Information and understanding. As used in these Standards, it includes both content to be taught to pupils and understandings concerning teaching, learning, and education.

(15) NEW EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS: Programs which have not previously been approved for teacher education by the Commission. They would include programs involving institutions of higher education which have not previously been accredited for teacher education and those in which a teacher education program approved in other areas was moving into a new field. (For example, if a college is approved for the training of secondary teachers and joins a consortium to prepare elementary teachers, or if it adds a program to prepare counselors or language arts teachers, it would be covered by these Standards. However, if a college which is already approved to prepare secondary mathematics teachers proposes a major revision of its program for such teachers, it could still do so under the STANDARDS FOR THE ACCREDITATION OF COLLEGE AND UNIVERSITY TEACHER EDUCATION PROGRAMS.)

(16) OBJECTIVE: An expected outcome which has been formally accepted by an organization or individual to guide action.

(17) PERFORMANCE STANDARD: A criterion established by which to judge whether or not an objective has been realized.

(18) POSITION: A certificated educational job. The position description includes the essential roles or functions required. As used in these Standards, "positions" in most cases parallel classifications used in the certification norms.

(19) PREPARATION PROGRAMS: General and professional experiences which prepare educational personnel. Such programs may be based in colleges and/or in consortia.

(20) PROCESS STANDARD: A Standard (administrative rule) which requires programs to utilize particular procedures in designing and implementing educational personnel development programs. (See "Standard.")

(21) PROFESSIONAL ORGANIZATION: An organization of practitioners such as teachers, counselors, and others who work directly with students and which is recognized by the local school board as representing practitioners on consultation matters. (See "Consortium.")

(22) RENEWAL: The process by which an individual or agency modifies performance on the basis of evaluation.

(23) ROLES: (See "Function.")

(24) SKILL: The ability to use one's knowledge effectively in carrying out a task or function.

(25) STANDARD: An Administrative Rule adopted by the Teacher Standards and Practices Commission which must be met by an approved teacher education program. In these documents "Standard" is capitalized when such Commission-adopted Standards are referred to.

APPENDIX O: INTERPRETIVE PAPER #1: DEFINING AND ASSESSING TEACHER COMPETENCIES

The material enclosed represent Dr. Del Schalock's interpretations of the TSPC Process Standards paper (see Appendix M) as to the implications it has for the preparation of teachers and the development of teacher education programs in Oregon in particular, and elsewhere in general.

FIELD TEST COPY

IMPLICATIONS OF THE OREGON BOARD OF EDUCATION'S PROPOSED "PROCESS STANDARDS" FOR THE DESIGN AND OPERATION OF TEACHER EDUCATION PROGRAMS

Interpretive Paper #1
Defining and Assessing Teacher Competence

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Monmouth, Oregon
April, 1973

This paper has been prepared to help persons who are reviewing the OBE's Process Standards understand their implications for program operation. The opinions expressed within the paper are the author's own. They do not represent a consensus opinion from the field, nor the opinion of the OBE or the State Department of Education. Gratitude is extended, however, to Dr. Jim Wallace for his helpful comments upon the paper.

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I. Background

With the publication in July, 1971 of the Teacher Standards and Practices Commission's plan, Educational Personnel Development, the Oregon Board of Education entered a new phase in its move to promote "competency based" teacher education. Since that time four additional documents have been prepared dealing with this general theme: the new Oregon State Board of Education Rules for Certification of Teachers, Specialists and Administrators; Revised Standards for the Accreditation of Programs of Elementary and Secondary Teacher Education in Oregon Colleges and Universities; Oregon Board of Education Planning Statement on Educational Personnel Development; and Process Standards for Educational Personnel Development Programs. The first of these documents has been published by the Board as an administrative rule; the last three are under study by the Board at the present time. While these latter documents will no doubt be altered in the review process it is expected that they will also in time be accepted as policy. In combination this set of documents introduces a set of concepts, ideas and proposals that when implemented will make fundamental changes in Oregon teacher education.

Of the four documents, the Process Standards is by far the most demanding of change. It calls for teacher education programs of the future to be centered in and operated by a consortium of institutions and agencies, rather than a college; it calls for programs to be competency based, with competency defined in terms of demonstrated ability to perform the functions required in a certified educational position; it calls for programs to be field centered, individualized, data dependent, operated democratically, and much more. Significantly, the document lays out what is being called for in a series of specifications (what OBE calls Standards), with Guidelines for implementation. Finally, it contains a Glossary that defines key terms, and does so in such a way that the operational meanings of the concepts they represent are reasonably clear. It is a serious, carefully thought-out document that is designed to effect change.

The purpose of the present paper is to begin the process of spelling out the operational implications of the Process Standards at the level of program design and implementation. Attention is directed however, only to one of the new directions called for in the document, that of teacher education programs becoming competency-based. Choosing this one aspect of the document for special attention does not imply that the other directions called for are less important. It is simply a matter of starting with what is probably the most intellectually and operationally troublesome direction proposed. Additional interpretive papers should be prepared for other directions proposed by the document.

II. Specifications

Three specifications that deal directly with the concept of teaching competence appear in the document; Standard B_1 (p. 10), Standard B_2 (p. 11), Standard B_3 (p. 12), and Standard D_3 (p. 16).[1]

Standard B1: Programs identify the educational positions for which preparation is provided, specify the knowledge, skills and competencies to be developed by students preparing for those positions, and indicate the experiences provided through which students may achieve these outcomes. In all cases, an explanation is provided indicating how knowledge and skill relate to competencies. Programs require some demonstration of competency for each position and show the means by which increasing elements of the program will move to the competency level.

Standard B2: Programs provide realistic field situations for purposes of instruction and assessment and integrate field work with academic study in ways which are meaningful to individual trainees.

Standard B3: Programs provide maximum opportunities for personnel, including students, to be involved in decisions which affect them. Systematic, fair, and responsible means are provided for making decisions, communicating information about decisions, and appealing and reviewing decisions.

Standard D3: Programs are so designed that students have effective participation in identifying: positions to be prepared for, competencies to be demonstrated, standards to be applied to competency-demonstration, and contexts in which to demonstrate competencies. Students can negotiate the rate at which they may progress through the program and the learning experiences in which they will be engaged in acquiring required knowledge, skills, and competencies.

The critical concepts that appear in these statements, starting with Standard B_1, would appear to be:

- educational position (B_1);
- functions to be performed in identified position (from the definition of "function", p. 19);
- knowledges and skills to be developed by candidates must be related to the competencies (functions) to be performed in an identified position (B_1);

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[1] Several specifications in the document deal with the competencies needed by staff to operate the kind of program being called for, but these are not dealt with in the present paper.

- programs require some demonstration of competency for each position, and show the means by which increased elements of the program will move (over time) to the competency level (B_1);

- programs provide realistic field situations for purposes of instruction and assessment and integrate field work with academic study in ways which are meaningful to individual trainees (B_2);

- programs provide maximum opportunities for personnel, including students, to be involved in decisions which affect them (B_3); and

- programs are so designed that students have effective participation in identifying: positions to be prepared for, competencies to be demonstrated, standards to be applied to competency-demonstration, and contexts in which to demonstrate competencies.

III. Definitions

In order to understand fully the implications of these proposed Standards the definitions given the key terms that appear within them must first be understood. While the Glossary that accompanies the Process Standards does not provide definitions of all of the critical terms that appear in the document it is reasonably complete with respect to the terms that appear in the Standards cited above.

COMPETENCY: The demonstrated ability to bring about the expected outcomes of a role or function included in a job definition.

COMPETENCY-BASED EDUCATIONAL PERSONNEL DEVELOPMENT: Educational Personnel Development processes and programs which explicitly describe the positions for which preparation is provided, designate the competencies needed to perform effectively in those positions, and provide means by which candidates can acquire and demonstrate those competencies at their own individual rates.

COMPETENT TEACHER: One who has acquired and demonstrated the essential competencies of a professional position and integrates and utilizes them effectively in meeting the requirements of that position in accordance with its level and certification status. At each certification level, the teacher must also provide evidence that he has mastered the knowledge and skills assumed to be required for the development of his teaching comptence at that level.

FUNCTION: The largest meaningful classification used in describing units of work within a position or job definition. (From largest to smallest, the units used in these documents are: position or job, function or role, task, action. Skills are required for completing actions and tasks; competencies are required for fulfilling functions, roles, or positions.)

PERFORMANCE-BASED EDUCATIONAL PERSONNEL DEVELOPMENT: A term often used interchangeably with "competency-based Educational Personnel Development," which emphasizes the outcomes of such programs, but which does not necessarily distinguish among knowledge, skill, and the ability to demonstrate job-defined effectiveness as program outcomes.

PERFORMANCE STANDARD: A criterion established by which to judge whether or not an objective has been realized.

POSITION: A certificated educational job. The position description includes the essential roles or functions required. As used in the Process Standards, "positions" in most cases parallel classifications used in the certification norms.

IV. Implications

The definition of a competent teacher that is proposed in the Process Standards is relatively straightforward. It has meaning to teachers, parents, school administrators and students who wish to become teachers. It has a commonsense element about it: in order for a prospective teacher to be judged competent, evidence must be provided that the functions to be performed within a given teaching position can in fact be performed. Moreover, it seems reasonable to assume that until there is evidence that such is the case a teacher should not be certified to teach.

However simple and inviting the definition appears on the surface, it holds inordinate complexities in terms of program operation. It requires that the professional positions for which a program is preparing teachers be identified; it requires that the functions to be performed within those positions be spelled out and the outcomes to be achieved from the successful performance of each function be specified; and it requires that standards be established for judging the adequacy of the outcomes expected and that evidence be provided as to how successful prospective teachers are in achieving the outcomes expected in an ongoing classroom situation. All of these are complex and demanding tasks. Collectively, they approach the point of being overwhelming, at least on first reading.

In order to obtain a clearer picture of what these tasks involve at the level of program implementation, each is dealt with from that perspective in the paragraphs that follow. In the space available, this treatment obviously cannot be exhaustive. Nor is there any assurance that the treatment is always accurate. To the writer's knowledge no institution or agency has as yet fully implemented a program of the kind called for, and thus the interpretations provided are without the benefit of tested experience.[2]

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[2] The experimental program in elementary teacher education at Oregon College of Education approximates such a program. It is from the experience gained in that program, as well as the experience gained in the development and testing of the ComField model -- a model of teacher education that both the OCE experimental program and the OBE Process Standards reflect -- that the present analysis derives.

A. Specifying the POSITION(S) for which competence is to be demonstrated

A number of decisions are involved in determining the positions for which a program is to prepare prospective teachers. At the broadest level the decision involves a choice between preschool, elementary, middle school and secondary schools. At another level a decision involves the nature and degree of specialization within any of these. At the elementary level, for example, a decision needs to be made as to whether reading specialists, counselors, music specialists or "generalists" are to be prepared, while at the middle and secondary level decisions have to be made about content specialties as well.

Beyond these decisions, however, which most teacher education programs make at present, there are decisions about the form which schooling should take at the elementary, middle and secondary levels. Here programs may decide to prepare teachers to function within traditional schools, open schools, schools without walls, individualized learning contexts, team-teaching contexts, etc. These are more difficult decisions to make, for they involve projections as to the future and commitments to points of view which may or may not be currently acceptable to large number of schools.

Decision-making about the positions around which a teacher education program is to be built may or may not be data-based. If it were, it would rest upon data concerning the existing or predicted position needs of a state or region, documented or predicted national trends, and the like. If such data were not available, or deemed unimportant, programs would be designed to prepare teachers to fill positions of a traditional nature. Presumably such a stance would rest on the assumption that preparation for a traditional teaching role is the kind that is known and accepted as basic by persons hiring new teachers, and that the demands of emerging positions will be accommodated through in-service training.

In any event, when a teacher education program is competency-based, and the definition of competency is tied to job performance, there is no alternative to identifying the position(s) for which prospective teachers are to be prepared. What position(s) are chosen, and the basis for their choice, are important, but not critical. The critical issue as the Process Standards now read is the simple fact of choice.

B. Specifying the FUNCTIONS within a particular position for which competence is to be demonstrated

As used in the Process Standards, a teaching function is defined as the largest or most inclusive subdivision of work responsibilities within a teaching position. Using this definition, any teaching position is made up of a number of teaching functions such as setting objectives for instruction, selecting instructional materials and procedures, facilitating interaction between pupils and materials, and assessing outcomes. These are, of course, arbitrary subdivisions and the designers of teacher education programs may choose to make functions more or less inclusive than the examples cited. The critical point is that a teaching function, as used in the Process Standards, refers to a sizeable and significant unit of work within a job description, and however inclusive or exclusive a particular function may be it becomes a critical focal point within a teacher education program.[3]

Taking care in specifying the functions to be performed within a given job description is critical for two reasons: the description of functions to be performed is what defines the parameters of a job, and it is in relation to the performance of functions that the competence of a teacher is to be judged.[4] Given this frame of reference, the functions to be performed within a teaching position become the basic unit of analysis in preparing curricula within a teacher education program. They also become the basic unit of analysis in assessing the competence of those going through the program, for the outcomes expected to occur from teaching are linked to functions. Because of this linkage the standards of performance for outcome realization, and the indicators to be used as evidence of a teacher meeting those standards, are both linked to functions. The overall judgment of the competence of a teacher or prospective teacher is linked to performance across functions.

Since functions are arbitrary subdivisions of work they not only vary in focus and size across programs, but may vary within a given program across time. This could be due to change in job definition, realignment of work responsibilities, or a simple redefinition of meaningful units of work. It is also the case that a given function may serve more than one job description. For example, setting instructional objectives is a function performed within both elementary and secondary teaching positions. In spite of the arbitrariness of function definitions, however, the ability to identify large units of work within a job is possible. It is also necessary if a definition of teaching competency is to be linked to job performance.

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[3] The treatment of work descriptions is always arbitrary. A job definition, for example, may be extremely broad or extremely narrow. So too the functions to be performed within a job. In describing work five levels of differentiation are commonly employed: jobs; functions (the largest units of work within a job); activities (the largest units of work within a function); tasks (the largest units of work within an activity); and actions (the largest units of work within a task). While no hard and fast boundaries surround any of these levels of differentiation they are intended to indicate the level of detail at which a particular analysis of work is focusing.

[4] A competent teacher is one who performs satisfactorily all or the majority of the functions included within a particular position; a teacher demonstrates a competency by demonstrating the ability to perform successfully a given function.

C. Specifying the OUTCOMES expected from the successful performance of each function within a job description

As indicated previously, a teaching competency is defined as "the demonstrated ability to bring about the outcomes expected from the successful performance of a teaching function". This definition requires that for a teacher education program to become operational the outcomes expected of each teaching function within the position for which personnel are to be prepared must be specified. Examples of outcomes expected from the objective-setting function in teaching might be:

- pupils are clear about the learning outcomes a teacher expects from a lesson; and
- pupils view the learning outcomes expected as being appropriate and worthwhile.

Specifying the outcomes expected from the successful performance of a teaching function is not a simple task. In part this is because educators are used to thinking in terms of process rather than outcomes. In part it is simply hard work. Moreover, it is a task that will not and need not provide similar results across programs. The designers of a teacher education program are free to identify the outcomes they expect from a particular teaching function in a teaching position, and as a consequence outcome statements will vary across programs. This is the case even when programs are dealing with the same function for the same general job description.

The definition of competency in terms of the outcomes expected from the successful performance of a teaching function represents a major departure in thinking about teacher education, for it moves the criteria for competency to output rather than process. In keeping with the point of view expressed in the ComField Model, this is as it should be for it is the outcomes of education that are critical, not the means by which those outcomes are achieved.

D. Specifying the STANDARDS to be used in judging the adequacy of performance in carrying out a teaching function

Many people who have worked with competency-based teacher education feel that its most demanding aspect is the identification of the competencies to be demonstrated by students. While there is no denying the difficulty of such a task, it is the perception of those working in the experimental program at OCE that identifying the standards to be used in judging whether a teaching function is performed competently is a task that is much more demanding. Again, this is due in part to insufficient experience in dealing with concrete performance standards and in designating what those standards should be. The task is further complicated by having to set standards against the outcomes of performance, rather than the activities or procedures engaged in to bring about outcomes. Difficult as it may be, however, there seems to be no alternative to standard setting, for a statement of outcomes expected from a teaching function is relatively meaningless without an accompanying statement of the standards against which those outcomes are to be judged. An example of standards that could be used in judging performance on the objective setting function in teaching might take the following form:

- Illustrative standards for the outcome "Pupils are clear about the learning outcomes a teacher expects from a lesson".

    (1) In (1?) (3?) (5?) days of observing a teacher's performance there is evidence that this outcome is achieved in at least (50%?) (70%?) (90%?) of the lessons presented (see the next page for comments about indicators of outcome achievement).

    (2) In interviewing a random sample of pupils in a teacher's classroom at least (50%?) (70%?) (90%?) indicate that they usually understand the outcomes expected of a lesson.

    (3) In interviewing a random sample of the parents of the pupils in a teacher's room at least (50%?) (70%?) (90%?) indicate that so far as they are aware their children are able to understand the outcomes expected of most lessons.

- Illustrative standards for the expected outcome "Pupils will view the learning outcomes expected of a lesson as appropriate and worthwhile".

    (1) In (1?) (3?) (5?) days of observing a teacher's performance there is evidence that this outcome is achieved in at least (50%?) (70%?)(90%?) of the lessons presented (see next page for comments about indicators of outcome achievement).

    (2) In interviewing a random sample of pupils in a teacher's classroom at least (50%?) (70%?) (90%?) indicate that they usually view the outcomes expected of a lesson as appropriate and worthwhile.

    (3) In interviewing a random sample of the parents of the pupils in a teacher's room at least (50%?) (70%?) (90%?) indicate that so far as they are aware their children view the outcomes expected of most lessons as appropriate and worthwhile.

E. Specifying the INDICATORS to be used in judging whether the outcomes desired from the performance of a teaching function are achieved

In order to use the kind of standards suggested above to arrive at a judgment about teaching performance, it is necessary to determine first whether the expected outcomes from the performance of a teaching function are satisfactorily achieved. To make this judgment it is necessary to be clear about the indicators that are acceptable as evidence of an achieved outcome. In most cases the indicators specified will only be examples of the kind of indicators that are acceptable, for the range of expected outcomes is so great and the indicators so varied that it is impossible to identify an exhaustive set of indicators for all possible outcomes. Nevertheless it is necessary to provide examples of such indicators for without them students, staff and certifying officials will not know what is expected of a student by way of achievement, or on what basis achievement is to be judged. Examples of indicators of the successful achievement of the expected outcomes of the objective setting function might take the following form:

- Examples of indicators that might be used in judging whether "Pupils are clear about the learning outcomes a teacher expects from a lesson".

  (1) The majority of pupils begin their work assignments immediately after they have been given.

  (2) Few clarification questions are asked before work begins.

  (3) Few clarification questions are asked during the course of a lesson.

  (4) Completed work assignments are in keeping with intended learning outcomes.

- Examples of indicators that might be used in judging whether "Pupils view the learning outcomes expected of a lesson as appropriate and worthwhile".

  (1) Work is entered into by the majority of pupils without coercion or undue efforts on the part of a teacher.

  (2) Interest is maintained in work activities by a majority of pupils for a reasonable length of time.

  (3) If asked, (70%?) (90%?) of a random sample of pupils will indicate that the learning outcomes of a specified lesson seem appropriate and worthwhile.

F. Specifying the STANDARDS to be used in judging the adequacy of performance in a teaching position as a whole

Demonstrated competence in a teaching function is not equivalent to demonstrated competence as a teacher. Given the definition proposed in the Process Standards of a competent teacher as one able to demonstrate competency in the performance of the essential functions within a teaching position, and one who can integrate these various competencies effectively in meeting the overall requirements of that position, judgment as to the competence of a teacher requires assessment of the quality of performance across all of the teaching functions identified within a teaching position. This in turn requires that standards for performance be established across functions. Such standards might require successful performance of all teaching functions within a particular position, or they might allow for uneven performance across functions. For example, they might be set so that success in only a majority of functions be required, or so that success in "an essential set" of functions be required, with uneven performance permitted in other functions. Still another approach might require the successful performance of each function within a teaching position at least once, but permit any number of failures in the process of demonstrating the one successful performance.

As is evident from the above discussion, there is probably no one preferred set of standards to be used in judging the overall performance of a teacher in a particular teaching position. The standards may vary with the position that is being considered, the commitments of persons within the program preparing students for a position, or even with the students who are demonstrating competence in a position. The critical point is that standards be established for demonstrated competency in a teaching position as a whole, as well as in the performance of the respective teaching functions within a position. The two are related, but are not the same.

G. Specifying the KNOWLEDGE and SKILLS needed to perform a teaching function successfully

Another feature of the Process Standards that represents a sharp break with tradition in teacher education is the way in which knowledge and skill mastery is linked to teaching competencies to be demonstrated. Rather than listing skills areas of knowledge to be mastered for purposes of certification, and then listing the competencies teachers are expected to have as a result of mastering the knowledge and skills listed, the Process Standards require that knowledge and skill statements be tied specifically to competence statements. Moreover, it is assumed that the knowledge areas and skills listed will be derived from an analysis of the conditions that enable the demonstration of a particular competency, rather than from an analysis of a subject matter field. Such a view has major implications for curriculum design and development, for the nature of working relationships between education and subject matter departments, and for the content and organization of program proposals submitted for accreditation.

No existing teacher education curriculum has, to the writer's knowledge, been organized in this way. It is theoretically possible to do so, however, as evidenced by working examples in the report of the feasibility test of the ComField model (see pp. 125-144 in Volume II of the 1970 report). Whether it is possible to do so at a total program level, however, remains to be seen.

H. INTERDEPENDENCIES among the above

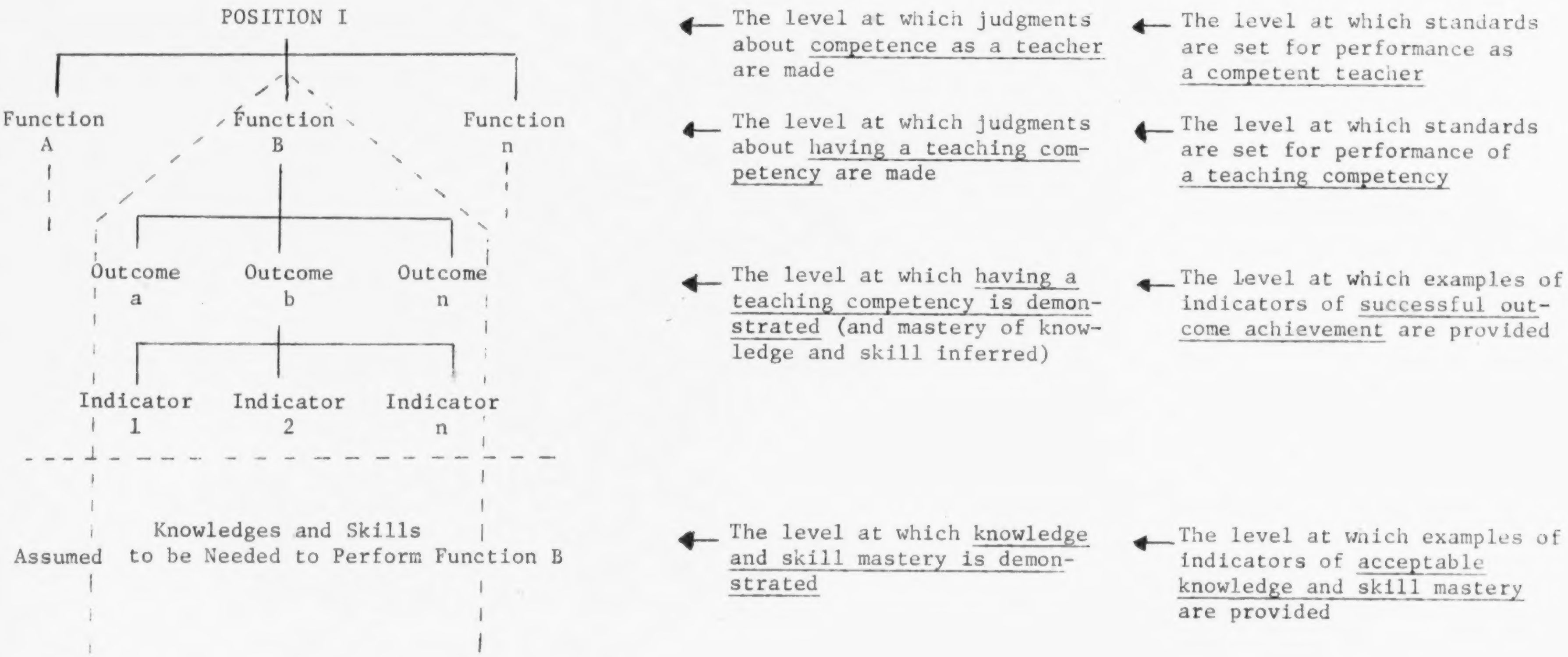
It is obvious from reading the preceding pages that there is a great deal of interdependence among the various matters that have been addressed. The selection of the teaching position for which a preparatory program is to be developed sets constraints upon the functions to be described; the description of job functions sets constraints upon the outcomes expected from the successful performance of a particular function; and so on. An effort has been made along the way to alert the reader to these interdependencies, but it is difficult to deal with them effectively with words. It is possible to present them graphically, however, and it is with this purpose in mind that Figure 1 is presented. Hopefully the reader will find it useful in placing in perspective all of the matters that have been referred to in the preceding pages, as well as their inter-relationships, even though the latter is represented in a highly abstract manner.

I. The assumption that all of the above WILL BE INFLUENCED BY AND WILL VARY FOR INDIVIDUAL STUDENTS within a program (see Standard D_3, p. 2)

While Standard D_3 does not make clear how position descriptions, functions to be performed, standards, indicators, and the rest are to vary for individual students in a particular program, there can be little doubt that variability in this regard is expected. The same can be said for a student's influence on program design and operation generally. Standard D3 does not make clear how or the extent to which position descriptions, function descriptions, standards, etc. are to be modified through student "initiative", but there can be little doubt from the language of the Standard that student initiative in this regard is expected and is to be accommodated. How these matters are to be dealt with is apparently the prerogative of each program, but the fact that they must be dealt with is a given.

IV. Complicating Conditions

If the analyses that have been made of the implications of the Process Standards are at all accurate, in so far as the meaning of "teaching competence" is concerned, the implementation of programs based upon the Process Standards will demand a new way of thinking about teacher education. Moreover, it will require a major restructuring of


POSITION I
Function A
Function B
Function n
Outcome a
Outcome b
Outcome n
Indicator 1
Indicator 2
Indicator n
Knowledges and Skills
Assumed to be Needed to Perform Function B

The level at which judgments about competence as a teacher are made	The level at which standards are set for performance as a competent teacher
The level at which judgments about having a teaching competency are made	The level at which standards are set for performance of a teaching competency
The level at which having a teaching competency is demonstrated (and mastery of knowledge and skill inferred)	The level at which examples of indicators of successful outcome achievement are provided
The level at which knowledge and skill mastery is demonstrated	The level at which examples of indicators of acceptable knowledge and skill mastery are provided

FIGURE 1. A map of the implications for program operation that stem from the OBE's proposed Process Standards for teacher education.

curriculum, program operation and student assessment procedures. How a program will implement all that the Process Standards require in competency definition and assessment is beyond the scope of this paper. But the fact that a program designed in accordance with the Process Standards will look and feel and function differently from most 1970 teacher education programs is beyond question.

Unfortunately, the full measure of complexity to be encountered in program operation exceeds considerably that implied in the previous discussion. There is a whole array of "complicating conditions" that overarch all of the implications identified, and with each complication encountered the task of program implementation becomes more complex. The purpose of this section of the paper is to discuss briefly the most critical of these conditions.

A. Establishing an operational definition of teaching competency that accommodates EVOLVING job definitions

Since the definition of teaching competency used in the Process Standards is linked directly to the definition of teaching positions, and to the description of teaching functions within those positions, any definition of teaching competency must be specific to a particular position and/or function. Such a view assumes both the ability to define a particular position and the teaching functions within it, and that a position will be reasonably stable across time. The latter is particularly important for the time and energy required for program development, and the time and energy required on the part of students going through a program, cannot be directed to a position that is "here today and gone tomorrow." For teacher education programs to be economically and functionally viable there must be some assurance that positions that provide them focus have some reasonable stability about them.

The problem is that this may or may not be the case. Position descriptions are constantly undergoing modification, as do the functions to be performed within a position. Moreover, as the tempo of change in education increases, change in job descriptions is likely to keep pace. Thus, as curriculum changes occur, as new patterns of classroom organization or school organization emerge, or as new instructional procedures are adopted, job definitions must change to accommodate the changes that a teacher faces in a given situation.

One dilemma then, for the designer of a teacher education program of the kind called for in the Process Standards, is identifying positions for which training is to be offered that are timely and relatively stable. If a position description is adopted that is out of step with the demands of reality at the time students emerge from a program, either because the description fits what no longer exists or it anticipated a development within the field that did not emerge, students are put at a great disadvantage. Similarly, if a position description is adopted that maintains its appropriateness for only a relatively short period of time a great deal of time and energy stands to be wasted at the level of program development.

A reasonable solution to this dilemma would seem to be to develop statewide or perhaps regional projections as to teaching positions that are likely to be in demand over a reasonable period of time, and to obtain estimates of the numbers of persons that will be needed to fill these positions. With this kind of "manpower data" available, choice of inappropriate job descriptions for purposes of program development, or over-/under-recruiting of persons to be prepared for a particular position, should be kept to a minimum. Obviously, however, manpower data would not eliminate the problem altogether for basically it is a problem of change, and change is a phonemenon that is not likely to cease.

B. Establishing an operational definition of teaching competency that accommodates EXPECTED EFFECTS of experience

An operational definition of a competent teacher must reflect a sensitivity to the expected effects of experience. It does not seem sensible, for example, to assume that the competence of a beginning teacher should be judged against the same criteria as that of a teacher entering a second or third year of teaching. Similarly, it does not seem appropriate to judge the competence of a teacher of five years experience by the same criteria that are used to judge the competence of one entering a second or third-year teaching situation.

If this reasoning is correct it means that persons responsible for program development need to define teaching competency so that it accommodates graduated levels of experience. Defining teacher competency in the abstract or independent of experience makes little sense.

If this is the case, what should be the experiential levels for which competency criteria are defined, and how should these definitions relate to certification? Would it be appropriate to define competency of a beginning teacher, and link competency demonstration at that level to an "initial" level of certification? Would it be appropriate to define competencies in terms of a second year teacher or a fifth year teacher, and award the "basic" or the "standard" level of certification to those who demonstrated these respective levels of competency? While such a procedure appears to emphasize experience rather than competency, this of course need not be the case. It is only to make the point that in defining competency the expected effects of experience have to be taken into account, and that this can be done by defining competency in terms of what a teacher should be able to do at the end of a one or two or three or five years of teaching.[5]

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[5] Since this paper was prepared a proposal has been included within the Process Standards to accommodate this kind of reasoning (see pp. 2 and 3 of the Standards).

C. Establishing an operational definition of teaching competency that accommodates different STYLES of teaching, different LEARNING OUTCOMES expected from teaching, and different CONTEXTS within which teaching takes place

It is generally recognized that teachers have different styles of teaching, that different styles may be equally effective with a given learner or group of learners, that styles may vary with the kind of learner or the kind of outcome that is to be achieved, and that both teaching styles and expected learning outcomes may vary with the context in which teaching occurs. Styles and expected outcomes differ, for example, with preschool retarded children and third grade children who are intellectually gifted. Similarly, styles and expected outcomes vary between children of the elementary, intermediate, and secondary level. Whatever the definition of teaching competency, it must be able to accommodate differences in performance that are a function of style, expected learning outcomes, and teaching contexts--as well as job definitions and experience. This includes accommodation at the level of competence assessment and certification, as well as instruction.

D. Establishing an operational definition of teaching competency that physically, politically and economically permits an EFFECTIVE PREPARATORY PROGRAM to be implemented

Defining competency in terms of the performance of job-related functions has major political, physical, and economic implications for the operation of teacher education programs. In addition to the intellectual demands that such a stance makes there is the additional demand that schools and districts be found that are willing to cooperate in the implementation of such programs. While the cooperation of the schools has always been needed in placing and supervising student teachers, the demands of the kind of program envisioned in the *Process Standards* go much further. Not only must schools be found that will open their classrooms to students to practice and demonstrate the competencies desired, but schools must be found that will make staff available for instruction and assessment relative to those competencies. Both are essential, for students have access to competency demonstration contexts only through the schools, and the colleges simply do not have the resources needed to carry out all of the field-based instruction and assessment functions that such a program requires.

Both conditions require the solution of problems having to do with: the number of prospective teachers that can be accommodated in a given school; the economics involved in the release of school staff to assist in the instruction and assessment of prospective teachers; the economics involved in the preparation of teachers to carry out the instruction and assessment functions demanded of them; finding ways that school and college staff can work together and share the decision-making responsibilities of the program, etc. Unless solutions to such problems can be found by colleges and districts, the kind of teacher education programs called for in the Process Standards cannot become a reality.

E. Establishing an operational definition of teaching competency that physically, politically and economically permits a TRUSTWORTHY ASSESSMENT OF TEACHING COMPETENCE to be undertaken

The move to demonstrated competency in the performance of teaching functions as a basis for certification demands that the assessment procedures used for certification be different from those used in the past. Instead of focusing upon knowledge or the ability to perform certain skills in a simulated or real context, the focus of assessment now must be on the outcomes of teaching. This requires the development of a methodology that accommodates all of the points considered heretofore. Operationally, the assessment of teaching performance in context requires a methodology that accommodates the concepts of job definition, learning outcomes expected from the successful performance of teaching functions, performance standards for teaching functions and performance standards for a teaching position as a whole as well as all of the consequences that come with the effects of experience and the interaction of differences in teaching styles, expected learning outcomes, and teaching contexts. Moreover, the methodology must be manageable by the staff of a teacher education program and must be cost-effective in terms of overall program operation. As critical as it is the assessment function within a competency-based teacher education program cannot command more than a limited share of program resources.

Finally, the assessment system within a competency-based teacher program must provide data that are timely and useful for decision-making with respect both to instruction and certification. If performance in relation to a particular competency demonstration does not meet the standards that have been set for it, a member of the instructional staff must be aware of it immediately and be able to provide instruction intended to correct the inadequacy. Similarly, if a particular performance demonstration meets the standards set for it both instructor and student need to know it so that attention can be directed to the next teaching demonstration. Unless the assessment system can function at this level of operation and against this kind of time line its utility is seriously hampered.

The assessment system must also provide data that are informative for hiring as well as for certification and instructional purposes. Operationally this requires that assessment data relative to competency demonstration be presented in a format that lets prospective employers see quickly not only the competencies that have been demonstrated but also the quality of a particular demonstration with respect both to the criteria set for it and the performance of others against those criteria.

Demands of this kind have rarely been made of an assessment system in teacher education, and the development of such a system represents a major undertaking. Without it, however, a teacher education program can be competency-based in name only. Until there is concrete, trustworthy evidence that a prospective teacher can in fact perform the functions expected within a particular job description, and perform them to specified standards, the concept of competency has little meaning.

V. Requirements for Success

Assuming that persons planning a teacher education program are able to cope with all of the implications that emerge from the Process Standards at an operational level (see Figure 1, p. 12), how are they to deal with the various complications that have been pointed to above? How can a program as complex and demanding as the kind specified by the Process Standards cope with the situational and human variability that it must inevitably encounter? While fully tested answers cannot now be provided to such questions partially tested answers can, for these are precisely the questions that had to be answered in designing the ComField model. They are also the questions to which the OCE experimental teacher education program has had to find answers in order to become operational.

With this kind of conceptual and empirical testing as background, the suggestions made in the paragraphs that follow are offered as workable guidelines.

A. The concept of teaching competence, and thus the standards for judging teaching competence, must be viewed as PROGRAM REFERENCED but SPECIFIC to PERSON, CONTEXT and TIME

Given the essentially unending variability in teaching positions, functions, styles, contexts, and expected learning outcomes an approach to the definition of teaching competence and its measurement must be found that accommodates such variability, but at the same time introduces sufficient standardization that the process of competency definition and demonstration can carry some agreed to meaning. Operationally, this requires setting standards for the demonstration of a particular teaching competency at a level general enough to accommodate the variability encountered in all possible person-context-time interactions, and then adapting these standards to meet the reality demands of specific situations by providing examples of the indicators to be used as evidence of the successful performance of a teaching function in particular situations. Practically, this means that standards set at a program level for a given competence demonstration must be content and context free. They are simply guides to what must be achieved. The substance of what must be achieved, and the context within which it is to be achieved, enter the picture as indicators of successful teaching performance.

Two practical consequences result from this point of view: only examples of indicators of competent teaching are provided at the program level for any particular teaching function (see pp. 9 and 10, and Figure 1, p. 12), and a great deal of trust must be placed in persons making on-site judgments about teaching competence. Since no absolute standards of competence exist, and only examples of indicators are provided as guides to the judgment of competence within a particular teaching function, on-site professional judgment becomes a critical ingredient in the process of competence assessment.

B. The recognition that teaching competence demands AN APPROPRIATE FIT between desired learning outcomes, learner characteristics, and the materials and procedures selected for use in instruction

While it is generally agreed that a number of teaching styles may be effective in bringing about particular outcomes for particular children, it is also generally recognized that for a particular learning outcome to be achieved by a particular child there is probably "a best" style or "a best set" of instructional materials and procedures to use. Some styles, and some materials and procedures, are effective with some learners in relation to some outcomes, but not with others. Children with low verbal ability and high spatial ability, for example, apparently learn more easily through graphic or visual means than through verbal means. While the most appropriate mixes between learning outcomes, learner characteristics and instructional procedures have not as yet been established empirically, some research evidence is accumulating to support this point of view. The opinion of teachers, of course, strongly supports it.

If accepted, this means that for a teacher to be competent a wide variety of such "appropriate mixes" must be able to be made (the so-called art of teaching). Practically, this has major implications for both the definition and the assessment of teaching competency, for an effective utilization of instructional materials and procedures with one child or group of children will not look the same as it will for another child or group of children. Nor will it look the same from one point in time to another. As a consequence there is no way to judge the competence of a teacher on the basis of the particular instructional materials and procedures used in relation to a particular outcome.

The Process Standards are on solid ground in this regard for they call for attention to be focused on the outcomes of instruction rather than on the procedures or materials used in the course of instruction. Attention is given to materials and procedures in preparing prospective teachers to teach, of course, but attention at that level is upon the development of competency rather than its assessment.

C. The concept of teaching competence, and thus the standards for judging teaching competence, must be viewed as EXPANDING and requiring thereby for competence assessment STANDARDS THAT REFLECT IN THEIR DIFFICULTY AND INCLUSIVENESS THE EXPECTED EFFECTS OF EXPERIENCE

In keeping with the earlier discussion of the expected effects of experience on teaching competence, the standards set for competency demonstration need to take into account the increasing ability of teachers to perform in more complex and effective ways under increasingly difficult conditions as a function of experience. Performance standards for a beginning teacher, for example, should be in keeping with what can be expected from a teacher who is just beginning his or her professional life. Similarly, they need to be in keeping with what can be expected from a second or third or fifth year teacher. Operationally this requires adjusting not only the standards of performance so that they fit expectations that accompany experience, but demonstration contexts and indicators of successful performance in those contexts as well. It is one thing, for example, to place a beginning teacher in a classroom reasonably free of children with emotional upsets or severe learning problems. It is quite another to place that teacher, or even an experienced teacher, in a classroom full of such children. As a consequence standards, demonstration contexts and indicators of successful teaching performance must all be varied to accommodate the factor of teaching experience.

D. The recognition that a measure of teaching competence will always rest upon a SAMPLE of teaching performance, and thus the confidence that can be placed in the measure is a function of the NATURE AND NUMBER OF TEACHING CONTEXTS SAMPLED, AND THE LENGTH OF TIME OBSERVED IN EACH CONTEXT, as well as the reliability of the measurement tools used in the assessment process

Recognizing that a measure of teaching competence must always rest upon a sample of behavior in context, and that the trustworthiness of such a measure therefore depends upon the adequacy of the sample of behavior and contexts as well as the reliability of the measuring procedure itself, the designer of a competency-based teacher education program is always faced with the issue of how many teaching contexts and how much behavior within any one context to sample. Is an hour's observation of a teacher in one subject matter area with one set of children a sufficient sample of contexts and behavior on which to base a judgment of teaching competency? Would three hours of observation in one subject matter area be better than three hours of observation distributed across three subject matter areas? Would three hours of observation distributed across three subject matter areas, and repeated for two or three groups of children, be better still? Obviously, the larger the sample of contexts, and the larger the sample of behavior in context, the greater the confidence that can be placed in a judgment of teaching competency.

The issue is one of compromise, however, as there are practical limits on how large a sample of contexts and/or behavior within contexts one can justify for a single student. Somehow a balance must be struck between the practical and the ideal. This is an issue that the Process Standards does not deal with, so it is an issue that is left for the designers of a particular teacher education program to resolve. Ultimately, it can be anticipated that evidence will be available on the predictive validity of competence measures based upon varying performance samples, but until that evidence is in each program must make the best decisions it can regarding the compromise between what is desired and what can be obtained.

E. The recognition that IT WILL TAKE TIME for both ongoing and new programs to evolve to the point of being able to operate in full accord with the specifications appearing in the Process Standards

To expect teacher education programs to transform their curricula and assessment procedures so that they are in keeping with the specifications set by the Process Standards within anything less than a two or three year period is unrealistic. For most programs it is also unrealistic to think that the kind of working relationships needed between a college and the schools can be established in less time than that. This is in fact the stance being taken by the Oregon Board of Education, for they ask that programs operated in accordance with the Process Standards reflect the demands of the standards only partially in their beginning. There is an expectation that change to the new mode of program operation will continue through time, however, so Standard B_1 specifies that "increasing elements of the program will move to the competency level." This philosophy of partial but evolving implementation of the requirements of the Process Standards is illustrated schematically in Figure 2.

VI. The Process Standards In Perspective

The definition of teacher competency contained in the OBE's Process Standards represents an important shift from the way the term typically is used throughout the country. In most "competency-based" programs teaching competence is defined loosely as "mastery" or "ability to perform". In this sense a measure of competence often becomes synonymous with performance on a behavioral objective. As a consequence, teacher competencies have often come to mean no more than scores on criterion-referenced tests of knowledge typically contained in teacher education curricula, or the ability to perform to some standard some set of skills that the designers of a teacher education program feel to be important for teachers to possess. The apparent rationale underlying such an approach is that the possession of the knowledges and skills designated in a standard

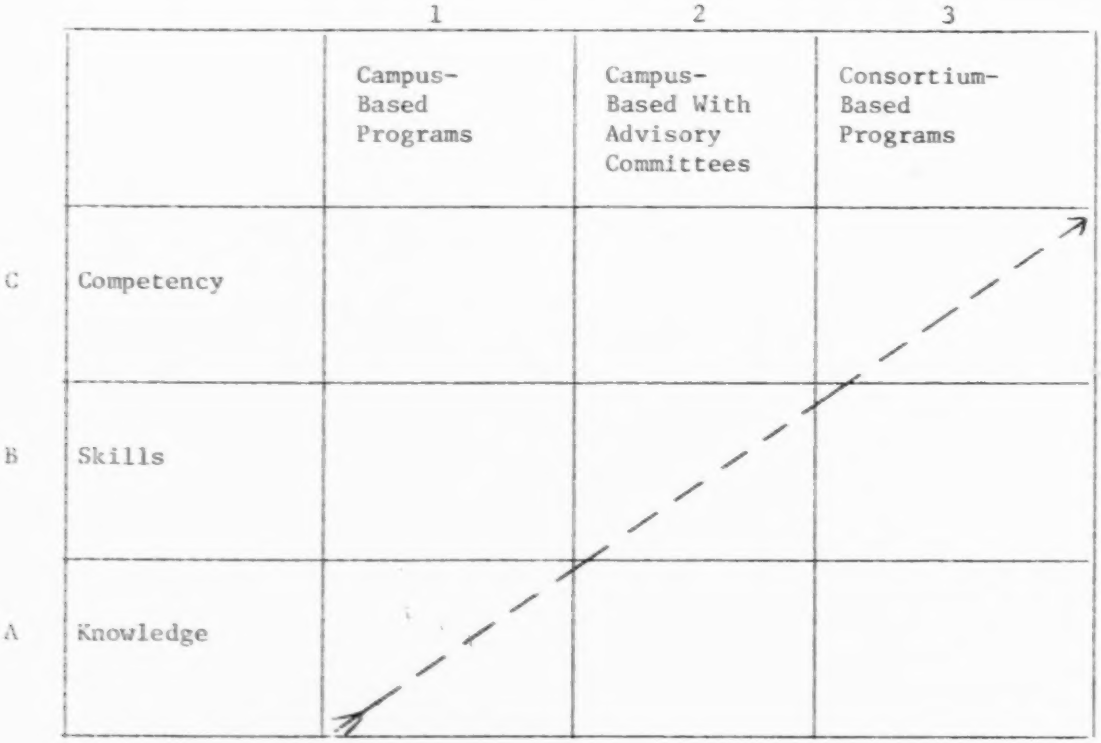
1
2
3
Campus-Based Programs
Campus-Based With Advisory Committees
Consortium-Based Programs
C
Competency
B
Skills
A
Knowledge

FIGURE 2. Proposed movement for teacher education in Oregon over time The chart is intended to convey the following ideas: (a) most teacher education has in the past been campus-centered and has focused attention primarily on imparting knowledge which prospective teachers are assumed to require (Box 1A); (b) most teacher preparation programs are now devoting considerable attention to developing teaching skills, as well as knowledge, and many are using advisory committees including practitioners from the field (Box 2B); (c) the PLANNING STATEMENT and PROCESS STANDARDS of the OBE are intended to promote movement in the direction of competency-based programs directed by teacher education consortia (Box 3C).

teacher education curriculum permits a teacher who draws upon them to be competent.

The OBE definition of teacher competence takes a significant step beyond such a point of view. In doing so it is in keeping with both the common sense meaning of competency, and the definition of a competent teacher proposed in the ComField model for elementary teacher education. It is also in keeping with the definition adopted by Dr. Norman Dodl of Florida State University, who has developed a catalogue of teacher competencies through a national advisory committee for the Florida State Department of Education. Dodl's definition of competency as "...functional abilities which teachers must exercise in the conduct of their job related activities" matches closely that of the Process Standards.

The Process Standards that have been proposed by the Oregon Board of Education have enormous consequences for the conduct of teacher education in the state, and in the writer's judgment they stand to move education and teacher education in Oregon to the forefront of the nation. No other state has adopted a set of guidelines for teacher education that ar as comprehensive or as far-reaching. Some may say that they are too far-reaching; that we lack the knowledge or the technology to implement them, so shouldn't try. Others will say that the limitations of our knowledge and technology should be of little consequence; that we must accept the challenge of the Process Standards and use that challenge as a basis for the development of whatever we need in order to make the effort succeed. The fact of the matter is that much of what is needed to implement the Process Standards has already been developed and tested in prototype form. A huge amount of work remains, obviously, but sufficient work has been done to let us approach the task with the knowledge that it can be done. And thanks to the Process Standards we are also reasonably clear about what it is that needs to be done. What more can be asked of a policy-setting document?